

## Inspection report for early years provision

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<b>Unique reference number</b>	401715
<b>Inspection date</b>	08/03/2012
<b>Inspector</b>	Marcia Robinson
<b>Type of setting</b>	Childminder

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the childminding**

The childminder registered in 1992. She lives in the residential area of Plumstead within the London Borough of Greenwich with her husband and three children aged over eight years. The whole of the ground floor of the property, including the toilet facilities are used for childminding. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age group. The childminder works with one assistant. When working together, they may care for a maximum of seven children under eight years at any one time, of whom no more than six may be in the early years age group. The childminder is currently caring for eight children; of these, four are in the early years age group, attending at various times. The childminder holds a recognised Level 3 qualification in childcare. She is a quality assured Network Childminder.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children thrive here and achieve highly in many aspects of their learning and development. This is due to the childminder's skilful interaction with children and highly effective methods of tracking their progress and planning for their future learning. The childminder safeguards the children well and uses a broad range of policies and procedures that successfully promote inclusive practice in most respects. Excellent relationships are established with parents and carers; this contributes significantly to the needs of all the children being met. The childminder shows a strong capacity to maintain continuous improvement. She has established good methods to evaluate the quality of her service and adopts a professional approach to driving improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extending children's awareness of other forms of communication such as signing, symbols, Braille and pictorial timelines of the daily routine

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded overall, as all persons living and working in the childminder's home are suitable to have contact with children. An assistant is employed and together with the parents, the broad range of policies and

procedures available are effectively shared with them, which helps to safeguard children. The childminder demonstrates a good understanding of safeguarding matters and her role and responsibility for protecting children. She is aware of what to do if she concerns about a child's well-being and has relevant documentation to refer to as needed. Good systems are in place to manage children's health, safety and well-being. For example, both the childminder and assistant have updated their paediatric first aid knowledge; while maintaining all the required documentation in good order. This helps support the smooth day-to-day running of the setting. Rigorous risk assessments for the home and outings, together with regularly practiced emergency evacuation procedures, help to promote children's safety at all times.

The childminder shows a positive commitment to driving improvement as she has taken positive action in response to all recommendations made at the last inspection. She works co-operatively with her assistant and together they evaluate the quality of their service successfully. They have achieved with the help of feedback from parents, children and their network co-ordinator. Aspects for improvement are identified and plans for improvement are well-targeted to further improve outcomes for children. The childminder attends a variety of courses and has systems in place to ensure that she remains informed and up-to-date on childcare matters. This helps to extend her knowledge of childcare and education.

Deployment of resources is highly effective. The childminder ensures that excellent use is made of the time when children attend. She is very resourceful and makes good use of the facilities within the local community, such as local parks, children centres and libraries to provide children with additional experiences. An example of this is a visit from the local fire brigade as part of their current theme on 'people who help us'.. Children learnt about the fire fighters' roles and responsibilities Cultural diversity and inclusion is valued and respected very well overall. For example, the childminder actively promotes equality of opportunity through the use of a good range of toys and books as well as well-planned activities that relate to a variety of religious and cultural festivals. The childminder is fully aware of services to support children with special educational needs and/or disabilities. She recognises that she does not have a strong awareness of the use of other communication systems such as signing, symbols and Braille. This does not impact on the care of the children currently attending.

Partnerships with others who provide care for the children is well developed. For example, the childminder regularly exchanges information with the local school in order to promote children's welfare and learning. Engagement with parents is exceptional. Parents are fully involved in their children's learning and development and they know how to support their children's learning at home. This is because extremely effective communication takes place between the childminder and parents through use of daily diaries, monthly newsletters and the shared web-site. This enables parents to follow activities planned via the site and they contribute their ideas through regular questionnaires. Parents comment how happy they are with the childminder's service.

## **The quality and standards of the early years provision and outcomes for children**

The childminder has a comprehensive understanding of the learning and development requirements. She works in close consultation with her assistant to develop strong relationships with the children. This is established through a gradual settling in procedure that includes discussions with parents about their children's starting points. This enables the childminder to know the children extremely well and as a result excellent systems are in place to track children's progress. Photographs and samples of children's work support the childminder in making consistent observations of children during play. She then uses these observations highly effectively to assess children's progress and plan for the next steps in children's individual learning. As a result children's progress towards the early learning goals is impressive.

The childminder is extremely effective in supporting children's learning through play. For example, she asks many questions that make them think. As a result, most children are articulate and confident. Their good communication skills enable them to engage in purposeful role play and dressing up. They thoroughly enjoy the extensive range of activities and have excellent opportunities to achieve and develop their skills for the future. Children benefit from an exceptionally well organised and welcoming learning environment. This is because the childminder has made every effort to develop children's sense of belonging through lots of positive praise and many wall displays. For example, photographs of children engaged in activities, a birthday chart, family tree and world map are displayed throughout the home. Children engage in discussions and activities about where they originate from, placing high value on their uniqueness and self esteem. Children freely and confidently engage in conversations together or with the childminder. They are developing a keen love of books. They enjoy looking at them independently in the home, at the local library or they cuddle up for a story with the childminder as part of their daily routine. Children relish opportunities to solve problems and discover how things work. Children show an extremely keen interest in using information and communication technology equipment. For example, the childminder sits with them as they use hand held computers to confidently identify pictures of a range of people in the community. Children imitate adults as they delight in playing imaginatively with play food and dolls or they dress up in community outfits, playing doctors and nurses as part of their current theme of 'people who help us'. In addition, children attend a variety of local groups and the local children's centre on a regular basis, enabling them to socialise with other children and learn even more about their local community.

Children show excellent relationships with the childminder who skilfully helps them to learn about expectations of their behaviour. They behave very well, learn to make a positive contribution and to keep themselves and others safe. For instance a two-year-old hands the childminder a small part that has broken from a toy. Children help to prepare meals and tidy up. Children's good health and safety is well promoted through well established routines and procedures. They enjoy a wide variety of healthy meals and snacks throughout the day, including dishes from around the world and some exotic fruits. This ensures children experience

different tastes and flavours and supports their knowledge and understanding of the world. Young children feed themselves at mealtimes and wash their hands at appropriate times. Pictorial signs in the bathroom help to remind children about the correct hygiene procedures that can help prevent ill health. Children play outside every day and they have fun running around, playing on the swing or they can enjoy playing with the sand. Children show they feel safe and regularly practise evacuation drills so they know what to do in an emergency. They all practise the road safety procedures, including the Green Cross Code. Older children know what to do if they get lost and why they wear high visibility jackets on outings. Consequently, children's welfare is strongly promoted in this warm and nurturing setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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