

Inspection report for early years provision

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Inspection date	09/03/2012
Inspector	Marcia Robinson
Type of setting	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 has been registered since 2004. She lives near Shooters Hill in the London Borough of Greenwich with her husband and school aged daughter. Children have access to all areas on the ground floor including bathroom facilities and there is an enclosed garden for outside play. The family has a cat and one snake, kept in an aquarium in the living room. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for maximum of six children under the age of eight years at any one time, of these not more than three may be in the early years age group. The childminder is currently caring for three children in the early years age group and she also cares for children over the age of five years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm, relaxing, play environment for children, where they enjoy a good variety of inclusive activities. The childminder organises and uses most resources effectively to support children's needs. As a result children are making good progress in their learning and development. Highly robust measures help to safeguard the children. The excellent relationship with parents contributes significantly to ensuring they are continuously involved in their children's ongoing learning and development. The childminder shows a strong capacity to maintain continuous improvement as she has successfully made improvements to the quality of her service.

What steps need to be taken to improve provision further?

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

- develop the garden further as an outdoor learning resource.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by the childminder. She has an excellent understanding of child protection issues, which has been developed through training as well as continually accessing on-line tools and websites in order to keep her knowledge and understanding up-to-date. This is matched by the extensive policies and procedures in place that further safeguards children and underpins her highly professional service. Comprehensive procedures, such as those relating to risk assessments of the premises and outings, together with regularly practiced emergency evacuation procedures, ensure the children are as safe as possible in her care. The childminder has a vision for the future development of her service,

which includes developing the use of the garden as a stimulating learning environment for the children and completing further training. She is aware of her strengths and weaknesses and intends to continue to use self-evaluation as a working tool to drive further improvements and positive outcomes for children. For example, the childminder has met all the recommendations raised at the last inspection, which impacts positively on promoting children's safety and the quality of the provision. Children play in well-organised accommodation and overall, they benefit from the good use of space, time and resources. The childminder ensures children are provided with a very good range of well-maintained and attractively presented toys and resources. These are specifically aimed at promoting all areas of their development and are stored at a low-level for them to select independently.

The childminder works closely with parents to make sure she has a thorough understanding of each child's background and needs. This helps ensure that children settle in quickly, thus promoting equality and diversity. She adapts care where needed. For instance, to fit in with individual routines, or so that younger children can play alongside those who are older. The childminder further promotes diversity within her home and acknowledges a range of world faith festivals through discussion; books and activities children take part in at the local drop in groups. She also talks to the children about the cultural differences between them. Children also access a good range of toys, books and dressing up clothes that reflect the cultures, languages and religions of the children and families using the service. The childminder has developed excellent relationships and communication systems with parents, which is highly beneficial to the continuity of care and learning that their children receive. This is done through a number of ways such as daily verbal communication, emails and use of text messages. Parents are well involved in decision-making on key matters that affect the setting or their children.

The childminder uses children's reactions and feedback to activities and experiences to determine their views about different aspects of her provision. These are actively taken on board by the childminder and developed to enhance the provision and improve outcomes for children. The highly inclusive system of communication such as, the daily diary and shared web-site enables parents to follow activities via the site planning. It also provides tailored guidance and information about precise ways parents can support their children's learning across different areas and contribute their ideas. This is complemented by the childminder who gives new parents a set of her policies and procedures, to make sure they are provided with comprehensive information about her early years provision. Consequently, thank you cards and parent questionnaires viewed at the inspection, express their enormous satisfaction with their children's care and learning in the setting. Links with other providers ensure a consistent approach is achieved to promote children's ongoing learning and development. For example, the childminder regularly liaises with another early years practitioner who shares the care for some of the children. She is also fully aware of other professional organisations involved within the Early Years Foundation Stage that are available should she need any support or advice in the future.

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

The children are happy and settled whilst in the care of the childminder. She ensures their individual needs are met consistently by the care and attention they receive. The childminder has a good understanding of child development and of the Early Years Foundation Stage. This ensures that children are provided with a range of interesting and stimulating activities and learning experiences that are well based on the six areas of learning. Starting points are clearly identified, together with activities to help children develop skills across the six areas of learning, so that they make good progress. The childminder knows children well and makes regular observations of them during play which are linked to the expectations of the early learning goals. She uses the information well to inform planning their next steps and future learning priorities. The childminder completes regular review meetings of the children's progress which informs parents about the progress their children are making in each area of learning. This is complemented by the environment which is welcoming and very well arranged, with information displayed for parents in the entrance hall and the childminder who rotates the boxes of resources to inspire children to play. They are offered guidance about choices available to them, helping them to make decisions, encouraging them to think for themselves and become confident and independent learners.

Opportunities for children to achieve, enjoy and develop skills for the future are good. They are supported well during play as the childminder asks them lots of questions that help extend their learning and develop their language skills. There is wide range of books available, which are clearly enjoyed by the children both independently and with the childminder reading them stories as they show an interest in looking at the words and pictures together. The childminder uses this time well to stimulate children's interest in books and encourage them to develop mathematical concepts such as counting, number and shape recognition. As a result, children are enthusiastic and keen to learn. Children demonstrate a growing understanding of the world that they live in through a variety of well planned activities and experiences. These include outings, for instance to Woodlands farm and their interests in learning about mini-beasts. Children's imaginative and creative development is encouraged through activities such as, arts and craft, role play and playing musical instruments. Children have good opportunities to learn about their environment and nature as they participate in regular outings to local parks and discuss changes in the weather. Children are well occupied throughout the day. They arrive happily and smile as they play, demonstrating they feel secure and thoroughly enjoy their time at the setting.

Children's good health is promoted effectively through the daily routines and procedures. All areas of the home are well-maintained and clean. Children learn the importance of good personal hygiene as younger children are supported to regularly wash their hands at routine times, whilst older children do so without any reminding. Children's good health is further encouraged by the childminder as the children make healthy choices about what they eat and drink and benefit from daily fresh air and exercise. Her health and safety records are very well-maintained and contribute to the safeguarding of all children. The childminder implements a number of safety measures in her home to complement the detailed risk

assessments so children stay safe at all times. Children learn to behave in ways that are safe for themselves as they are well supervised and supported when using outdoor play equipment. They learn about safety and regularly participate in fire drills so they are learning the emergency evacuation procedure. They also learn about keeping safe, including the children wearing wrist bands and the older children who know what to do if they get lost. The childminder is consistent in her approach to behaviour management and she is providing a good role model for politeness and consideration of others. For example, children are encouraged to use good manners by saying please and thank you. This helps build important personal, social and moral development as well as support them with the skills they will need for their future learning. Consequently, children are well behaved and play well together because they know their boundaries and receive good support from the childminder in a warm and loving environment.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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

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