

Inspection report for early years provision

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Inspection date	27/03/2012
Inspector	Linda Nicholls
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2003. She lives with her husband who is also a registered childminder, and their three school aged children in the London Borough of Greenwich. There are shops, parks, schools and public transport links within walking distance. The first floor maisonette is accessed via stairs. The living room and a bedroom are used for childminding. There is a fully equipped and secure garden for outside play. The childminder takes and collects children from the local school. She attends several toddler groups on a regular basis and takes children to the local parks and library. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years at any one time, of whom no more than three may be in the early years age range. When working with a co-childminder, they may care for a maximum of four children at any one time, and of these four may be in the early years age range. There are currently three children in the early years age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder consistently assesses each child's needs and actively supports them so they progress well, given their age, ability and starting points. They gain many skills for the future. Children are safe, secure and enjoy learning about their local area and the world around them. The partnerships with parents and other agencies are successfully established and ensure children's learning is extended. Good reflective self-evaluation identifies suitable priorities for improvement and the childminder shows a strong capacity to maintain continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- support children to engage independently in activities requiring hand-eye coordination to use one-handed tools and equipment safely and with increasing control. (p102-3 Physical Development.)

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are comprehensive and understood well and reflect current local Safeguarding Board practice. The childminder is clear about her role

and responsibilities to safeguard children's welfare. Visitors are monitored, all appropriate identity checks are completed and children are supervised directly at all times. The childminder implements her policies, procedure and practice to ensure children's health, safety and well-being are promoted well. Effective risk assessments together with a good understanding of safety procedures ensure that the premises are safe and hygienic. Routine outings and walks in the locality are assessed to ensure risks are reduced. Children access fresh air, physical exercise and gain from outdoor experiences. An exit procedure is displayed and practiced so children know what to do should an emergency arise.

Children play safely in the home and garden playhouse and learn to be increasingly responsible for their personal safety. The childminder makes good use of a local children's centre to extend children's social experiences. The indoor space is organised well with resources easily accessible, either free standing or stored in open boxes or on low shelving. There are ample books to look at, role-play items to express their imagination, construction equipment to experiment with, number pads and battery-operated keyboards for children to choose from to extend their knowledge and understanding of the world. Diverse cultures are recognised and well resourced but these do not include written examples of the cultural languages of the children attending, so children do not fully recognise and value diversity.

The childminder works effectively with parents to gain information about children's starting points and achievements at home. Parents praise the childminder for her positive service and the activities she provides. Children's development records link to the six areas of learning and planning reflects the next steps in children's learning towards the early learning goals. Regular discussions with parents keep them well-informed of their child's experiences while in her care. The childminder has good links with other registered provision, including other childminders, nurseries and schools ensuring an active continuity in her understanding of children's care and learning. She uses information about the school term projects to support and provide children with opportunities to extend their learning.

The childminder has focused aspirations for quality through ongoing improvement. She reflects on her service and has recently successfully initiated a self-evaluation process. She encourages parents to contribute with ideas for the further development of her service. The childminder has identified priorities for the continuous improvement of her provision, such as attending further training.

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

Children are happily settled and engaged in their play. Children are eager to learn because the childminder clearly understands how children learn through play. They are absorbed and engaged in what they do. They develop caring relationships with the childminder because the childminder provides committed emotional and practical support. Children receive praise and stickers as rewards so they show positive behaviour and good levels of self-control. They make independent choices in their play such as choosing to explore colours and textures, as they engage in

creative play. Children express how they feel, smiling as they share their snacks with the childminder because they are confident and secure. The childminder is a good role model so children learn to contribute; they begin to respect and care for themselves and others they meet in her home. They learn to take turns in games because the childminder interacts and supports them as they expand their communication skills. She describes what they are doing, discusses events and asks questions to challenge them and make them think.

Children learn how to stay safe. The childminder talks about safety issues, such as effective hygiene procedures so children take responsibility for keeping their hands and faces clean. Fresh drinking water is available should they need it and the childminder works closely with parents to supply healthy and nutritious light snacks. Some children develop good hand-eye coordination with single-handed tools and materials although others need more support. Most children make steady gains in their learning because the childminder provides a stimulating and welcoming environment based on their interests, such as constructing with clip together pieces of differing sizes and shapes. They benefit from her thoughtful organisation of activities that act as a foundation to the development of their skills for the future. The childminder provides children with experiences that reflect their community and the wider world with activities covering cultural or seasonal events. The childminder is confident to allow them to take a full and active lead in their own learning.

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	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	2

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