

## Inspection report for early years provision

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<b>Unique reference number</b>	EY347146
<b>Inspection date</b>	16/05/2012
<b>Inspector</b>	Chris Hodge

<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.

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 2007. She lives with her teenage daughter and two grown up children in a first-floor maisonette in Abbeywood, in the London Borough of Greenwich. The ground floor is used for childminding purposes, together with the first floor bathroom. The childminder's eldest daughter sometimes works as an assistant. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years; of these, three may be in the early years age group at any one time. She is currently minding one child in the early years age group and a school-aged child.

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

Overall the quality of the provision is good.

The childminder offers a warm, caring and homely environment, helping children to settle well and to form close attachments. Overall, she develops good working relationships with parents to help ensure that she consistently meets children's individual needs. Overall, the childminder helps children to make good progress in their development by providing them with a wide variety of indoor and outdoor activities and experiences. She gives priority to children's welfare and underpins this by written policy and procedural documentation. Both the childminder and her assistant evaluate their practice and attend training to keep their knowledge up-to-date and to work towards the best possible outcomes for children. As a result, the childminder has a good capacity to maintain continuous improvement.

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

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

- label equipment and the contents on the outside of boxes for children to recognise that print carries meaning
- extend ways in which parents can become involved in the evaluation process, for example, through use of questionnaires asking them for their views on the care and education provided.

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

The childminder well understands her role and responsibilities to safeguard children's welfare. She has a good understanding of Local Safeguarding Children Board procedures and what to do if she has a concern about any child. She completes thorough risk assessments for the home and for outings. She takes good safety measures to help children stay safe. The childminder and her assistant

both hold a valid, first aid certificate and appropriate checks have been completed on all adults living at the premises. All required records and documentation are in place and include written policies and procedures that are underpinning her good practice.

The childminding environment is warm and welcoming. Most resources are stored well to allow children to make choices and develop their independence skills. Although there is no labelling in place, resources are of a good quality and, overall, used effectively to enhance children's learning and development. The childminder has a good understanding of children's backgrounds and uses this effectively to plan to meet their individual needs. Children have access to resources showing positive images and learn about different festivals and customs from around the world, at an age-appropriate level. The childminder provides a flexible service and works well with parents. They have daily, verbal feedback to share how well their children are progressing with their learning and development. The childminder is not currently caring for any children who attend other early years settings or who need support from agencies. However, she has a positive attitude to working with other early years professionals in the future.

Although the childminder works well with her assistant in evaluating her provision, she does not currently seek parents' views. The childminder is well able to highlight areas she wishes to work on. She and her assistant are keen to enhance their knowledge and understanding through regular training opportunities, both online and with the local authority. For example they wish to develop their knowledge of the changes to the Early Years Foundation Stage. The childminder has implemented the recommendations from her previous inspection. She has attended recent training on allegations against childminders and their families, special educational needs coordinator awareness and symbols and signs. Therefore, she demonstrates a strong capacity to maintain continuous improvement to the outcomes for children.

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

The childminder has a good understanding of how children develop. She provides children with a wide range of age-appropriate activities and resources, which support their progress in all areas of learning. She knows children well, records their achievement and uses photographs to show how children are progressing. She shares this information well with parents.

Children are happy and settled in the care of the childminder. They happily go to her for cuddles and enjoy sitting with her to play with the toys and to look at books. The childminder is good at talking to children to encourage their early communication and language skills. Children have strong relationships with the childminder and her assistant which nurture their self-esteem and confidence levels. They are inquisitive learners and confidently explore their surroundings. They happily play on their own for short periods of time. They play in the secure knowledge that the childminder is always on hand to provide support and

reassurance when needed. The childminder uses puzzles, cause and effect toys and construction resources well to encourage children's problem solving skills. Children enjoy singing familiar songs, playing musical instruments and pretending with role-play resources. They experience various art activities, both at home and at local children's centres, where they also enjoy socialising with other children.

The childminder's positive reinforcement of children's achievements, through praise and encouragement, helps children to feel good about themselves and their abilities. For example, babies laugh and clap with delight when told how clever they are. Children effectively learn about the importance of good personal hygiene routines and healthy lifestyles. Although parents supply children's main meals, the childminder provides healthy snacks and drinks and takes into account children's individual likes and dietary requirements. The childminder discusses and practises an emergency evacuation procedure and road safety with children, helping them to understand the importance of keeping themselves safe. She effectively promotes children's physical development and interest in the local environment and the world around them. They enjoy daily walks in the local community and trips to local parks. The childminder provides an enjoyable, stimulating learning environment for all children. As a result, children achieve well and develop good skills for the future.

## 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	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	3
The effectiveness of the setting's engagement with parents and carers	2

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

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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	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