

Inspection report for early years provision

Unique reference number	EY430669
Inspection date	28/05/2012
Inspector	Beryl Witheridge
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 registered in 2011. She works with her daughter who is also a registered childminder. The premises used is a three bedroom house, in Thamesmead, in the London Borough of Greenwich. The premises are laid out over three floors. Children are cared for on the lower two floors of the home. There is a fully enclosed garden for outdoor play. The childminder's husband and adult son reside at the registered premises. The family has a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working on her own, the childminder is registered to care for a maximum of four children under eight years, three of whom may be in the early years age group. When working with her daughter, the childminder is registered to care for a maximum of six children under eight years, four of whom may be in the early years age group. She is currently minding three children in the early years age range part time. There were no children present at the time of the inspection. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler and childminding group. The childminder can support children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes the unique welfare and learning needs of each child well. Children are cared for within safe boundaries and are well supervised at all times. The partnerships with other settings are in place but the sharing of information about children's development and learning is not established. The partnership with parents is good and they are included in their children's learning and development. The childminder works well with her co-childminder to evaluate their setting and she is very pro-active about her training and keeping her knowledge up to date. This shows a strong 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:

- share the children's development and learning records and any other relevant information regularly with other settings children attend.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a strong understanding about her responsibility towards safeguarding the welfare of the children. She is clear about child protection matters and knows what to do should she have a concern. There is a clear safeguarding policy in place and a lot of supporting documentation with contact details readily available for use. There is a monthly written risk assessment of the home and resources. Daily safety checks and direct supervision ensure that children play and learn in safety. The childminder also conducts a risk assessment for each outing to ensure children's safety outside the home. All the required records and documentation for the effective management of the setting are in place and well-maintained.

Children benefit from the childminder's positive attitude towards training, which helps her to keep up to date with current requirements. She works closely with her co-childminder and they play to their strengths to provide children with an environment which meets all their needs. For example, the childminder is the more practical of the two. Her colleague takes more responsibility for the paperwork and using technology to support their service. The childminder works with her co-childminder to evaluate their practice successfully and they plan for future improvement.

The childminder has a positive attitude towards equality and diversity. She recognises that each child is an individual and actively encourages them to learn to respect each other, taking into account their diverse needs and backgrounds. She addresses the individual needs of every child and their family. For example, learning words from their home language, helping to promote the specific needs of each child effectively. All children have equal access to the resources provided, helping them to progress and develop. Children are able to help themselves to the wide range of toys and resources. The resources promote learning and discovery, covering all areas of learning. Resources are appropriate to the age and stage of development of the children and include positive images of diversity.

The childminder has links with other settings the children attend but there is not currently an exchange of information regarding children's learning and development. The childminder is very aware that partnership working helps to ensure children receive continuity of care and support for their learning.

The partnership with parents is good. The childminder keeps parents informed about their children's progress by sharing the observations and assessments with them, so they are involved in their child's learning and development. Parents appreciate the service provided by the childminder. The childminder follows parents' wishes to ensure she meets their children's needs. This means that children feel secure and supported by the close links between the home and childminding environments.

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

The childminder provides children with a child-orientated environment. The childminder and her co-childminder provide children with a wealth of experiences. They offer choices that promote their all-round learning and successfully help them to develop skills for the future. She clearly identifies the starting point for each child by discussing this with the parents. She undertakes observations and assessments to set the baseline for their development and future learning. The childminder is engaged in moving the children forwards, identifying what they can do and planning for their next steps. She encourages children to try new tasks and have new experiences, covering all areas of learning.

The way that the toys, equipment and resources are stored enables children to gain independence. They are able to make choices and decisions about what they want to play with. Children are able to learn skills for the future such as having access to computers, a laptop and simple programmable toys. The childminder promotes children's welfare and safety well. She wants children to feel safe while in her care and has devised an emergency evacuation procedure. She practises this with the children, so they can familiarise themselves and know how to protect themselves in an emergency. She talks to the children about road safety and stranger danger, so they learn how to keep safe when outside of the home.

Outdoor play, regular walks, trips to local parks and places of local interest, promote children's physical development, their interest in the local environment and the world around them. The childminder effectively promotes children's health and well-being. She works well with parents to meet children's dietary needs as well as their likes and dislikes. She includes children in activities to encourage them to try new foods. For example, helping to make their own sandwiches or prepare the fruit for a snack. Good hygiene procedures are followed; the childminder leads by example so that children will understand the importance of these. The childminder uses positive reinforcement of children's achievements through praise and encouragement, to help them feel good about themselves and proud of their abilities and achievements. There are simple house rules to encourage good behaviour and the childminder expects all children to show good manners such as saying 'please' and 'thank you'. Children learn to respect and care for each other.

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	3
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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