

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY342802
<b>Inspection date</b>	17/05/2012
<b>Inspector</b>	Sarah Morfett
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 2006. She lives with her school aged child in South Thamesmead, in the London Borough of Bexley. The whole of the childminder's fifth floor flat is used for childminding and can be accessed either by stairs or a lift. There are local parks and playgrounds for outside play.

The childminder is registered to care for a maximum of three children at any one time, all of whom may be in the early years age group. The childminder is currently minding two children, one of whom is in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group.

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

Overall the quality of the provision is good.

Children are cared for in a warm and friendly environment where they have access to a good range of activities that support their learning and development well. Overall, children move forward at a good pace. Good partnerships with parents and some links with other professionals are established. This helps the childminder to meet children's individual needs well. Children play in a child orientated home where, in the main, they are safe and secure. The childminder reflects on her practice and uses self-evaluation effectively to identify priorities for improvement.

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

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

- make sure the risk assessment covers anything with which a child may come into contact
- provide parents with further opportunities to become involved in their children's learning and development

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

The childminder implements good systems and procedures that protect children from risk of harm and neglect. For example, she has devised a well-written policy

that she bases on the local safeguarding procedures and through discussion demonstrates a clear understanding of how she would progress any concerns about a child in her care. The childminder assesses all places she takes the children. Use of risk assessment and daily checks is generally good. However, the risk assessment does not cover everything that a child may come into contact with. During the inspection, no concerns were noted therefore, there is minimal impact on the children. The childminder holds a current first aid certificate, which means she knows how to react in an emergency.

The childminder reflects on her practice to ensure that experiences for children are positive; for example, she has addressed all the recommendations set at the last inspection to bring about further improvement that will benefit the children. She uses the Ofsted self-evaluation form to reflect on her service, consequently identifying areas to develop. She is proactive in developing her knowledge of up-to-date childcare practice, as she is currently studying for a childcare qualification at level 3. This shows she has a good attitude to maintaining continuous improvement. Toys and resources are easily accessible to the children so they can see what is on offer. They move around freely and with confidence, selecting resources that support and promote their learning and development well. The childminder has clear aims to promote equality, diversity and inclusion of all children so that they can reach their full potential. Children learn about people's similarities and differences through the range of resources that reflect diversity and by learning and sharing familiar words from their own and other home languages. This means that they learn to respect other cultures.

The partnership with parents is good. The childminder shares her policies and procedures with parents to ensure they are aware of the service provided and the aims for their children. Information about the children's achievements, progress and well-being is shared verbally with parents on a daily basis. However, parents are not given opportunities to become more involved in their children's learning. This means they are not able to fully support their children's development. The childminder has developed links with the staff at other settings the children attend. She discusses details of children's progress, which means she is able to complement their learning within her range of activities.

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

Children are clearly happy and settled in the comfortable and relaxed atmosphere of the childminder's home. They show that they have warm and friendly relationships with her and the other children, for example, playing happily with one another. They arrive home after pre-school and settle quickly, selecting something to play with that they quite clearly enjoy. For instance, they thoroughly enjoy the interactive toys, controlling the mouse on the battery operated toy laptop competently, following simple instructions and answering questions well. This shows that children are learning to use computer technology effectively from an

early age. Children can move the hands on a toy clock to represent events that the childminder calls out, for example, they know that 12 mid-day is lunchtime and by 9pm they are in bed. This shows that children are beginning to understand the concept of time.

The childminder skilfully challenges children's thinking through her use of open questioning. She answers their questions, helping them understand what is happening. Children listen to stories intently and begin to predict what is going to happen next as the childminder reads. This shows that they are beginning to understand how a story is structured. The childminder also asks them the names of the animals on a poster in the room; the children can skilfully name all of them. The childminder extends this activity by asking the names of the animals' babies. The children demonstrate their good knowledge by naming all of the babies such as, 'a cat and a kitten', 'a sheep and a lamb', and 'a chicken and a chick'. This shows that children are developing a good understanding of the world around them. Children develop good problem solving skills. For example, there is a mixture of puzzle pieces which the children sort out and complete the puzzles simultaneously. This helps to demonstrate that children are developing at a good pace in most areas of learning.

The childminder demonstrates, through discussion, that she is fully aware of children's abilities and where they are according to their age and stage of development. She clearly explains how they have made progress in her care and what areas of learning are most relevant to their stage development. She uses these observations of the children to provide activities that excite children and complement their learning and development well. Therefore, children enjoy their time with the childminder and make good progress.

Children take part in regular fire drills, which means they become familiar with emergency evacuation procedures. They know the safety procedures to follow when out because the childminder sets clear boundaries and explains these to them before each trip. This means children learn to assess risks and keep themselves safe. The childminder uses lots of praise and encouragement for positive behaviour; therefore, children begin to learn right from wrong. She frequently tells them to give themselves a clap to reinforce when they have done well. This builds confidence and self-esteem, as a result children behave well in the setting. They enjoy regular trips to local parks and playgroups where they can use equipment that challenges them physically. They learn good hygiene, such as hand washing before and after they eat. Children benefit from a healthy balanced diet and tuck in with relish to a meal of rice, sausages and sweet corn. They can choose their own fruit for dessert and help themselves to fresh water as they wish. The childminder is fully aware of their dietary requirements, likes and dislikes, so she is able to cater for them to meet their individual needs.

## 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	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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----