

Inspection report for early years provision

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Inspection date	06/06/2012
Inspector	Lorraine Sparey
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.

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 has been a registered childminder since October 1993. She lives with her husband and adult son. They live in a first floor, two bedroom flat in the London Borough of Southwark. The living room and kitchen are used for childminding purposes. Toilet facilities are on the top floor. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of four children may attend at any one time. There are currently two children on roll who are both in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the childminder planning and providing a wide range of play and learning opportunities tailored to their individual interests. The childminder generally organises the resources to enable children to have choices in their play. Consequently children are making good progress in their learning and development. Parents and children are included in the decision-making through questionnaires and informal discussions. The childminder is committed to continuous improvement and providing positive outcomes for children.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to independently choose to be creative and use a range of different materials.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates clear knowledge and understanding of safeguarding children. She has attended training and is confident with the procedures to follow in the event of a concern with regard to the child's welfare. Detailed and thorough risk assessments are completed on the home and any outings. As a result, children play in a safe and secure environment where the childminder supervises them to support their safety.

The childminder has good systems to monitor and evaluate her provision. She involves parents and children in regular discussion and parental questionnaires, giving them the opportunity to share their views. The childminder liaises with other

early years professionals at the children's centre where they talk about good practice. The childminder is keen to update her training with regards to the new Early Years Foundation Stage that is being implemented in September. She has a realistic understanding of the strengths and areas that she needs to develop. For example, reviewing the way she plans for each child.

The childminder has a wide range of resources covering all areas of children's learning and development. She promotes children's independence and choices in their play by enabling them to freely access the toys and equipment. There is a good range of resources and activities to enable children to learn about the wider world and valuing differences. The childminder provides good levels of support and shows genuine interest in what the children are saying and doing. The space available, including the garden, is used well to create different play and learning opportunities. The childminder also makes good use of the local community facilities such as stay and play at the park.

The childminder works well with parents and carers, developing secure relationships. She provides good quality information about the service she offers. They work together to support children's health, safety and learning.

Consequently, parents feel that their children are making good progress and that they are kept involved in their children's learning. A parent comments that her child's language is developing well because the childminder provides good quality care and learning opportunities. There are no children attending that require the childminder to liaise with other early years settings or professionals at this time. However, she has devised procedures to enable her to do so if the need arises.

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

Children thoroughly enjoy their time at the childminder's. They participate in a wide range of adult-led and child-initiated play and learning opportunities.

Consequently, they are motivated and inquisitive learners. Children have opportunities to develop their language skills. The childminder encourages them to talk to their friends on the pretend telephone. She helps them to think about who they are talking to. For example, asking their friend if they are they enjoying their holiday and talking about the beach. Children learn simple nursery rhymes and enjoy doing the actions. They are confident to attempt to make marks using a variety of methods. A child is fascinated as they make marks on a board. The childminder shows them how to move the button and the marks disappear. Children can draw and access some creative materials, such as pencils and crayons. However, this is not the case with regard to painting or dough. Children cannot always identify if that is what they would like to do because of their age and stage of ability. Children are developing their counting skills because the childminder uses everyday opportunities such as counting the stairs or counting the cars to reinforce the skills. Consequently, children are developing good skills for their future learning. Children thoroughly enjoy looking at books in the pop-up tent and they act out familiar roles using the role play equipment. In addition, children go on a wide range of outings in the local community. They socialise with other children and have different play and learning opportunities.

The childminder plans and provides a range of stimulating activities and play

opportunities tailored to children's individual needs. She recognises that one of the children is quite physical and she plans activities to support their interest and development. The childminder completes observations and assessments involving parents in this process. She uses this information to effectively plan the next steps in their child's development.

Children learn about healthy lifestyles through discussions about healthy eating and following good hygiene practices. They benefit from regular outings to the park and other play areas where they can develop their physical skills. Children learn how to keep themselves safe because the childminder is a positive role model. She constantly encourages children to be independent while keeping safe. For example, as they climb the stairs, the childminder encourages them to hold her hand. Children's behaviour is good given their age and stage of development. The childminder is enthusiastic and encourages them to be kind and considerate to their friends and share the toys. As a result children learn to respect and value differences.

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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