

Inspection report for early years provision

Unique reference number	109819
Inspection date	12/06/2012
Inspector	Patricia.Edward
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 1995. She lives with her husband, in Greenwich in the London Borough of Greenwich. The whole of the first floor of the maisonette, the second floor bathroom and the master bedroom are used for childminding. There are fully enclosed patios available for outside play. The setting is close to shops, parks, schools and local transport links.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is registered to care for four children under eight, three of whom can be in the early years age group, and of these, one may be under a year old. She is currently minding two children in the early years age group. The childminder attends local daytime groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively promotes all aspects of children's welfare, learning and development. Children's individual welfare needs are met well because the childminder discusses these with parents and provides for these accordingly. The childminder also provides an effective and stimulating range of activities and play opportunities for the children in her care. Children's unique needs and interests are also promoted well. The childminder evaluates her practice, which enables her to identify and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- promote the good health of the children and take necessary steps to prevent the spread of infection. (for example hand washing before meals and snacks)

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities towards the protection of children in her care and effectively safeguards their welfare. She has an awareness of the steps to be taken if she has concerns about a child. She has updated her knowledge of safeguarding procedures by completing training recently. She keeps all of the required records that promote children's health, safety and well-being. Detailed risk assessments implemented ensure that children are kept safe and secure in the home and when on outings.

The childminder organises her home well to ensure children have access to

maximum space to play and rest. They have access to a stimulating and varied range of resources and opportunities to support children's interest, development and learning. For example, children enjoy taking part in creative activities within the home and attending various playgroups and drop-ins weekly. Equality and diversity is promoted and respected well. Children are treated as individuals and the childminder has a good knowledge of each child's background. She uses resources with positive images of diversity to help children to learn about their local community and wider world, all of which form part of integral play resources. They also celebrate a range of cultural and religious festivals throughout the year

The childminder ensures all new children and parents go through a settling-in period, where she works closely with parents to ensure she has a good understanding of children's backgrounds and needs. She develops a good relationship with parents, sharing with them the responsibility of her role and providing documents that keep parents informed about her service and children's progress. Parents are also kept well informed through daily discussions at the beginning and the end of the day. Currently the childminder does not work with other early years providers. However, she verbally demonstrates her awareness of the importance of working in partnership to ensure continuity and good outcomes for children.

The childminder has the capacity to drive improvement well. She has addressed past recommendations from her previous inspection, to further promote children's welfare. The childminder keeps her knowledge up-to-date through attending training courses. She has also used the online self-evaluation to evaluate her service well and includes the views of children and parents. This further helps identify strengths and weaknesses, for improvement leading to improved outcomes for children. For instance, parents complete questionnaires and detail positive comments such as; 'she has never cried out for me whilst in your care. She is always smiling when dropped off in the morning'

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

Children are confident and settled within the childminder's home. They show a sense of belonging as they move freely and safely around the areas used for childminding. They are able to choose from a good variety of toys and resources that are stored well to promote independence. Children learn to keep themselves safe when the childminder reminds them of the importance of not putting too much food in their mouth because they could choke. She also talks to them about road safety and waiting for the green man. Children's understanding of the fire evacuation procedures is developed through taking part in regular fire evacuation drills. This is to encourage prompt action to be taken in the event of an emergency. Although children do adopt appropriate hygiene routines after messy play, this is not always promoted before meals and snacks. The childminder follows careful nappy-changing procedures which help protect them from the risk of cross-infection. Children benefit from regular meals and snacks that meet their

nutritional and individual needs. Their physical development is fostered very well as they go outside every day as part of a healthy lifestyle. They enjoy the fresh air and exercise as they access large fixed equipment and wheeled toys to promote their existing physical skills and acquire new ones. Children are developing a good knowledge and understanding of the world as they visit local parks to collect leaves, twigs and conkers to create collages. They also celebrate a range of cultural and religious festivals throughout the year such as Diwali, Christmas, Chinese New Years and Easter. This develops children's understanding of self and the world around them.

The childminder's planning and assessment is good. She keeps photographs of children at play and detailed written observations, which are linked to show the areas of learning covered. Observations are used effectively to plan the next steps for learning to support children in making good progress through the six areas of learning. She also obtains starting points, at each placement, from parents to ensure consistency and provide a base on which to plan. This further encourages and promotes working in partnership with parents. All children's development records are shared with parents to inform them of their child's development and learning. Children's communication language and literacy skills are developing well and they show good levels of communication through developing sentences and babbles. The childminder is very proactive in responding to children, by supporting them in developing their communication skills through asking questions and inviting constant conversation. Children's creative development is also fostered well and they enjoy taking part in a multitude of messy play activities such as mark making with shaving foam and making ladybirds from paper plates using glue and paints. The childminder encourages children's imagination as they access role play materials. Children love wheeling the shopping trolley from room to room, packing it with pretend food. The childminder extends this activity further by asking children to fill the shopping baskets with one pizza, two corn-on-the cobs and peas. This also encourages children's problem solving numeracy and reasoning skills. Children's personal, social and emotional development is developing well as they enjoy independently talking off their wellington boots and trying to put them back on.

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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