

## Inspection report for early years provision

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<b>Unique reference number</b>	EY437885
<b>Inspection date</b>	18/06/2012
<b>Inspector</b>	Justine George
<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.

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## Description of the childminding

The childminder was registered in 2011. She lives with her partner and five-year-old son in a three bedroom house in Lee, in the London Borough of Lewisham. Minded children have a dedicated playroom on the first floor and they also use the ground floor living room and kitchen. There is a first floor family bathroom and the main bedroom is used for sleeping purposes only. There is an enclosed garden for outdoor play. The house is within walking distance of a railway station and local bus routes. There are schools and local amenities close by.

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 five children under eight years; of these, not more than three may be in the early years age group. When working with an assistant, she is registered to care for a maximum of six children under eight years; of these, no more than six may be in the early years age range. The childminder is currently working by herself and cares for a 17-month-old on a full-time basis and a five- and seven-year-old after school on a part-time flexible basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. This is because children regularly explore in the garden and enjoy many activities, most of which are well resourced. The childminder implements most aspects of children's health to ensure their well-being. The childminder is well organised. The required documentation is in place to ensure the safe and efficient management of the setting. The childminder is in the early stages of self-evaluation and is identifying ways to further improve her practice.

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

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

- improve opportunities in the outdoor area with particular regard to supporting role play and providing further opportunities for children to handle tools and materials in their imaginative play
- establish consistent routines that enable children to develop good hygiene habits and look after themselves, for example, washing hands before eating
- develop systems of self-evaluation, to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children

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

The childminder demonstrates a good understanding of safeguarding issues. She has written policies and procedures in place which help to promote all aspects of the childminding service effectively. Therefore, parents are aware of her responsibilities in caring for children in line with the welfare requirements. The childminder demonstrates good knowledge and understanding of child protection concerns. She has literature to refer to and the contact numbers of relevant agencies to ensure referrals are made quickly. This helps to protect vulnerable children. The childminder has all the required documentation in place. As a result, she is aware of each child's needs to ensure their well-being. The home is safe and secure and children are safe on outings as the childminder carries out risk assessments to minimise hazards. The childminder has attended a first aid course to help her protect and care for children in the event of any accidents.

The childminder effectively promotes equality and diversity in the setting. She effectively deploys resources enabling children to choose what they would like to play with. As a result, children develop their ideas to make learning enjoyable. Children are learning about our diverse society through visits within the local community. Furthermore, they play with toys that reflect cultural differences and people with disabilities. The childminder also works very effectively with parents. As a result, the childminder has good knowledge about each child and their daily routines to ensure care is consistent with family life. The childminder meets the needs of children well and she supports families well through her flexible and sensitive approach. Parents praise her kind, caring and professional approach and feel children have settled well. In addition, communication with parents is very good as regular discussion and sharing of children's achievements takes place.

The childminder is beginning to develop partnerships with other professionals within the borough. For example, support workers and other childminders to find out about training and to develop practice ideas. The childminder is in the early stages of self-evaluation. Plans are in place to attend further training to ensure her knowledge reflects current practice. The childminder evaluates some aspects of her service by reflecting on children's achievements and through discussion with parents. However, methods to evaluate all areas within her service are not yet fully explored or established.

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

Children are safe and they learn about how to keep themselves safe through experiences, such as practising the fire drill. The childminder supervises children

well at all times. This means that children are able to take controlled risks in order to develop their confidence. For example, floor space is free from obstruction allowing very young children to practise their new found skill of walking. Children walk around the garden negotiating steps and different surfaces. If they fall, the childminder is close by to offer reassurance and build children's confidence. Children show a strong sense of security and belonging. This is because the childminder finds out about children's routines and the settling-in period fosters children's security. Children show confidence and are happy and content. As a result, this shows that children are developing strong, trusting relationships in addition to family life. The childminder implements most aspects of children's health well. She is aware of children's dietary needs and meals are freshly prepared and healthy. However, children do not consistently wash their hands before eating to ensure they develop good hygiene habits. Children have good opportunities for fresh air and exercise as they use the garden on a regular basis. Children play with sand and water, use push along toys and the climbing frame to develop their large motor skills. As a result, children are developing good habits to promote active lifestyles.

Children are developing great skills for the future. This is because the childminder uses good language with children to develop their vocabulary and communication. When making play dough, the childminder talks about the texture and children learn words to describe how it feels, for example, 'soft' and 'squidgy'. The childminder talks with children about what she is doing and they often look at books. Very young children are learning how to handle books, holding the book the right way and turning the pages in the correct order. Children have favourite books and are aware of the content, referring to a bedtime lullaby book as 'night-night'! Children also develop an early awareness of number sequences as they imitate the counting sounds the childminder makes when counting objects in a book. Children have a good range of resources and experiences to explore. However, the role play opportunities in the outdoor area are limited as resources are not available to further extend children's learning in this area.

The childminder's planning and assessment is strong. She regularly observes children's achievements and uses this to plan experiences to support them in making further progress. Children benefit as the childminder plans a range of experiences for them to explore. For example, exploring the seasons, sea life and learning about ourselves. Children play with dolls and develop caring attitudes as they pretend to feed the doll using a bottle. They ride on and manoeuvre wheeled toys, take part in sensory activities and explore and manipulate play dough.

## 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	3

### 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	3
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	3
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

<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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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