

Inspection report for early years provision

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Inspection date	06/07/2012
Inspector	Sue Mann
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 registered in 2008. She lives with her husband and two children aged eight and 10 years in the London Borough of Plumstead. The family lives on the 20th floor in a block of flats. The childminder is able to take and collect children from local schools and pre-schools. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight at any one time; of these, two may be in the early years age range. There is one child attending who is in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meet the needs of all children effectively through recognising their uniqueness. Children are happy and settled in the setting and participate in a broad range of activities so that they progress well in their learning. The childminder has good, clear systems in place to make sure that she protects and promotes children's welfare. The use of resources is good though the childminder has not yet fully developed her own range of images to help children become aware of diversity. The childminder develops good partnerships with the parents and other professionals. Continual self-evaluation ensures that she acts upon priorities for development, which results in a setting that is responsive and effectively maintains continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the range of images through resources that help children to become aware of, and embrace differences, for example, in gender, language and culture.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding procedures as she has attended relevant training. Therefore, she is aware of the procedures to follow should she have a concern about a child. She has a fire evacuation plan, which children practise regularly. This enables children to learn how to protect themselves in the event of an emergency. Good risk assessment is in place and the childminder carries out daily checks to help to ensure that the setting is safe for children. She well maintains all policies, procedures and child records that are required for the safe management of the setting. Her effective hygiene routines

and commitment to taking all steps to prevent the spread of infection well promote children's health and well-being.

The childminder effectively reflects to self-evaluate her provision. She has effectively identified her strengths and several areas for improvement. For example, she would like to increase her knowledge through further qualification training. Children are able to access a good range of resources from low-level boxes in the living room. The childminder has furnished living room with comfortable sofas, which enable children to rest and relax when needed.

The childminder promotes equality well through stories, discussions and activities. She meets their needs routinely and clearly recognises the uniqueness of children. The childminder offers children a range of experiences to include all cultures; she takes children to local events, such as Africa Day, when celebrations fall on a childminding day. The range of resources to help promote equality and diversity, for example, dolls and books is less robust. However, the childminder does borrow resources from the toy library.

The childminder works well in partnership with parents and carers to meet the individual needs of children. She seeks and takes account of the views of parents through daily verbal feedback. This helps promote good links with home and enables continuity of care routines. The childminder has developed good links with a number of other professionals, which provide resources, support and advice when required. She has links with the local schools to enable a smooth transition between settings.

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

A well-planned, settling-in process ensures that children's transition into the childminders care is smooth. Time spent at the beginning of the arrangement ensures that the childminder is well aware of each child's needs and stages of development. The childminder uses her knowledge of the Early Years Foundation Stage to support children's learning and development well. Systems for observing children are in place so that parents are well-informed about their children's achievements and progress.

Children are effectively encouraged to lead healthy lifestyles through the range of healthy foods they are offered at snack and lunchtime. For example, children enjoy tuna and sweet corn sandwiches with fruit and yogurt. Fresh, drinking water is available at all times to make sure that children do not feel thirsty while in the childminder's care. Children are encouraged to develop good personal skills, such as washing their hands before eating and after going to the toilet. The childminder promotes children's independence, as they are able to access resources from the boxes in the living room. Children are well encouraged to clear away toys before getting something else out.

There is no outside garden space, as the childminder lives in a block of flats.

However, she ensures that they get daily opportunities for fresh air and exercise by taking them to the local park or toddler groups. This enables children to develop their physical skills well. The childminder enthusiastically joins in with children as they sing a range of nursery rhymes. This helps children to develop good communication and language skills. She adds additional resources, such as musical instruments, which they play as they walk around the room, pretending to be in a music band. The childminder encourages children to share and take turns with the instruments, which effectively helps develop their social and sharing skills. Children enjoy a planetarium electronic toy, which lights up as they press the different planets. Further electronic resources, such as cash registers and electronic shape sorters, help develop good skills for the future. The childminder provides children with a good range of puzzles, which effectively helps children to develop their problem solving skills. The childminder uses many colourful posters, which depict numbers, to encourage children to practise their counting and number recognition. Children develop good awareness of the world around them through celebrating customs and cultures. Diversity is further promoted through the special celebration days held in the community, which children regularly attend with the childminder.

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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