

Inspection report for early years provision

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Inspection date	01/08/2012
Inspector	Marcia Robinson
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 2011. She lives with her partner and one child, who is of primary school age. The premises are situated in the Eltham area of the London Borough of Greenwich, close to local shops, parks and schools. The whole of the ground floor and two bedrooms on the first floor are used for childminding purposes. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is registered to care for a maximum of five children at any one time, three of whom may be in the early years age group. She is currently caring for two children in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children access a welcoming and organised setting where their learning and development needs are met effectively, with some outstanding aspects relating to the outcomes for children. The childminder has developed secure relationships with parents overall, ensuring good communication to help meet children's individual needs. She promotes children's welfare and safety effectively. The childminder is enthusiastic about her new role. She evaluates her provision well and demonstrates a strong commitment to maintaining ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop the written two-way flow of information with parents, for example, by encouraging their contribution in their children's learning and seeking their views on children's care and education.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder has developed a broad range of policies and procedures for promoting their welfare. She has attended relevant training and has a secure understanding of child protection issues, with knowledge of how to make referrals, including about any allegation. There are well-maintained systems in place to record visitors, as well as the effective recording for maintaining children's attendance, medication administration and accidents. Security is good and is underpinned by effective risk assessments to promote children's safety in the home and on outings. The childminder has

completed appropriate first aid training and keeps well-stocked first aid kits. This enables her to care appropriately for children should they become ill or in the event of any accidents. In addition, regular fire evacuations are practised and detailed records are kept to ensure the effectiveness of evaluating the procedure. The childminder makes good use of resources to support children's learning. Children have ample space to play in the well-equipped home environment. They can easily access a wide variety of good quality play materials that are well matched to their age, interests, ability and needs. The childminder enjoys her work and confidently communicates a clear vision to providing a good quality service for children and their families. She consistently strives to enhance her skills through additional training and by accessing on-line tools and websites for up-to-date information and guidance. Self-evaluation reflects a clear understanding of all aspects of the Early Years Foundation Stage framework with clear targets for development. For instance, the childminder has identified that her provision is not yet fully resourced with a wide range of different elements of diversity. As a result, she set herself an action and has already ordered more play materials, such as dual language books to further improve outcomes for children. The childminder demonstrates a strong commitment to inclusion, equality of opportunity and appreciation of diversity. Children receive good support as the childminder is aware of their individual needs, routines and preferences through good relationships with parents. She ensures that children learn about people in the community through using a good range of books and resources that reflect positive images of aspects of diversity. Children are starting to carry out activities to learn about different world festivals at an age-appropriate level. Engagement with parents is strong. Overall, clear communication systems help to ensure that both the childminder and parents are well informed about children's progress. The childminder reports that she has had positive verbal feedback from parents who are pleased with her service. However, she has not fully established systems to ask parents in writing for their views on the care and education she provides. Nonetheless, parents are informed about their children's learning and development through daily discussions, samples of their children's work and written observations. However, the childminder has not yet established systems to involve parents in contributing to the observation, assessment and planning cycle, to continue children's learning at home. There are currently no children on roll who attend other early years settings or need support from other agencies. However, the childminder is aware of the importance of working in partnership with others if the need arises.

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

Children benefit from a welcoming learning environment in clean and well-maintained premises, which are effectively organised to meet their individual needs. The childminder uses the space in her home effectively, so that children can easily access resources that reflect all areas of learning. The environment motivates children to learn and is also enhanced through educational posters and photos of children engaged in activities and outings, promoting their sense of belonging. Toys and equipment are of good quality and are suitable for the ages

and abilities of the children attending. Children show high levels of engagement with the activities provided. They are supported very well by the childminder who provides high levels of interaction and engages children purposefully in play. The childminder makes thorough assessments of children's achievements and children benefit from the exceptional quality of personalised planning that builds on their interests and skills and helps them make significant gains in their learning. For example, using children's interest in transport to develop their mathematical skills through counting and colour recognition. This results in learning being fun and relevant for children. They have excellent opportunities to enjoy, achieve and develop their skills for the future.

Children's language skills are supported effectively as the childminder encourages their attempts to speak through listening and introducing new words. Children enjoy cozing up for stories with the childminder, singing songs and dancing activities in the home or at the library, where they join in enthusiastically with key words, developing their vocabulary. They develop their creative skills while making purposeful marks using a range of paint, crayons and malleable materials during an effective balance of adult and child-led activities. Young children become engrossed in role-play as they imitate adults while playing imaginatively with the play kitchen and accessories. This enables them to act out real life experiences as they imitate making toast. They develop their awareness of technology as they use toy phones and toasters. Children have good opportunities to learn about their environment and nature as they participate in regular outings to local parks and the woods to feed the pigeons and squirrels. Their understanding of the society in which they live is beginning to develop through discussion, activities and play resources. For example, they enjoyed celebrating Easter with egg hunt games and stories relating to this event. This helps them begin to recognise and value the differences and similarities between themselves and others. Children confidently use various puzzles, construction resources and cause and effect toys, developing their problem solving skills for the future. They benefit from a balanced day that is extremely well planned around their individual needs, so they enjoy their experiences at the setting.

Children are developing a good understanding of being healthy and safe, for instance, they are kept safe on outings as the childminder uses age-appropriate restraints and discusses road safety procedures. They are developing an understanding of indoor and outdoor safety and of the reasons for procedures and safety measures, such as the necessity of practising evacuations.

Children behave well because the childminder is attentive to their needs. She manages behaviour gently, as she talks to children in a pleasant manner and offers lots of praise to develop their confidence and self-esteem. Young children show they have developed good relationships with the childminder and her family as they freely approach her if they are tired and snuggle in for cuddles. As a result, they feel safe and secure in the childminders care. Children enjoy well balanced, nutritious home-cooked meals and children's changing dietary needs, such as weaning, are discussed and agreed with parents. The childminder ensures children have fresh air and exercise each day and they regularly visit local parks and play in the well-equipped garden. In addition, all relevant documentation with regard to health, including accident records and consent forms, are in place and up-to-date. These positively promote children's welfare and safeguard children's well-being.

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	1
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	1

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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