

Inspection report for early years provision

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Inspection date	02/07/2012
Inspector	Karen Scott
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 registered in 1998. She lives with her two adult daughters in Charlton, in the Royal Borough of Greenwich and lives close to shops, parks, schools and pre-schools. All areas of the home are used for childminding, and there is an enclosed garden for outside play. The family has a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight years at any one time, of whom three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged eight to 11 years. The childminder takes and collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively meets the needs of the children she is caring for. Children play in a safe and secure environment, and overall, they are helped to take positive steps to keep themselves safe. The childminder works very closely with others involved in supporting and caring for the children she minds. Working together helps to support children's individual needs and parents are beginning to build on their input to their children's learning. The childminder is committed to providing a service that continuously evolves to provide better outcomes for children and their families.

What steps need to be taken to improve provision further?

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

- regularly practise evacuation of the house in case of emergency, recording any problems and how they were resolved
- invite parents to contribute to their children's developmental folders and involve them in practical ways in their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure environment as the childminder makes thorough and robust assessments of everything that they come into contact with. She takes immediate action when risks are identified. For example, broken toy cars are

removed immediately in case of a choking hazard. Safeguarding children is at the heart of the childminder's practice. She has a thorough knowledge of the possible indicators that a child may be at risk. She knows what to do if she has child protection concerns.

Toys and resources are in good condition and are suitable for the ages and stages of development of the children attending. The childminder arranges them to support children's individual needs and interests, enabling them to make choices about what they play with. The childminder reviews activities that children have participated in to check that they have experiences across all areas of learning. Children benefit from positive interaction from the childminder, who is skilled at knowing when to engage with children and when to stand back and let them lead their own play. She has a strong drive to improve and reflects on her practice. She is thinking about how to reorganise her home and garden to make it even easier for children to make choices about what they do. She liaises with other childminders, sharing ideas for good practice, and updates her knowledge through much reading and training when she identifies areas for improvement. Consequently, children benefit from an ever-evolving service that improves outcomes for them.

The childminder knows the children she is caring for well, enabling her to successfully meet their differing needs. Children use toys and resources that reflect diversity and learn about differences with support from the childminder. They celebrate a range of festivals and learn to respect others as a result of the childminder's positive input. The childminder has experience of caring for children with special needs and/or disabilities. When caring for children with special needs, she works very closely with specialists, helping her to support children effectively. The childminder works closely with parents and carers, and values this partnership. Parents and carers praise the settling-in process. They play a full role in this, including filling in a daily diary which gives the childminder a clear indication of children's likes, dislikes and routine. The diaries and daily chats keep parents and carers informed as to their child's day. Parents regularly read their children's developmental folders but the childminder does not fully involve them in practical ways in their children's learning and development. Parents and carers praise the childminder, saying she does a fantastic job and that they are very happy to leave their children with her.

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

Children feel happy and safe with the childminder. They readily turn to her for support as they play and she responds positively to them. They are given clear guidance about staying safe and know, for example, that they must stop at the kitchen door when playing. They know how to evacuate the house in an emergency, talking through the process and seeing the procedure in pictures. However, they do not practise regularly to help ensure that they are not unduly alarmed in case of a real emergency. Children are happy and contented with the

childminder, receiving cuddles and emotional support.

Children play outside daily. They visit local parks and wooded areas as well as playing in the garden, where learning and activities are continued from indoors. In bad weather there are good opportunities for physical play indoors, and children are learning to understand the benefits of fresh air and regular exercise as part of a healthy lifestyle. Children take charge of their own well-being, letting the childminder know when they are ready for a drink and snack by pointing at the high chair, for example. Lunch time is a social occasion and well-organised routines help children to have good table manners and to become independent eaters. Children enjoy a healthy and nutritious diet, and make posters displaying this. They follow good hygiene practices, with the childminder clearly explaining their importance.

Children form strong friendships and seek out others to play with, being keen for others to join in their experiences. For example, they share favourite stories with others. Children are treated with respect, which helps them to learn the importance of respecting others. They take pride in the environment and their creations. Children are able to display and celebrate their art works. They receive much praise and respond positively to the childminder's expectations, developing a positive attitude towards learning.

Each child has their own developmental folder, where the childminder places photographs, written observations and children's artwork. She uses the observations to assess children's progress in the different areas of learning and to help her plan activities that will extend their learning. Finding out children's starting points and interests also helps the childminder to assess their development and to support their learning. As a result, children make good progress across all areas of learning. There are many opportunities for children to develop their physical skills. When they are learning to walk, the childminder ensures that resources such as toy push chairs are easily accessible to support this. Children enjoy creating with a range of resources, and exploring different textures, such as floating scarves in water. Dancing is a favourite activity and children make marks with crayons and pencils that are suitable for their stages of development. They take on a variety of roles, interacting with each other during imaginative play. Children's language skills are advanced for their ages as they benefit from an environment rich in discussion where new words are introduced. The childminder introduces mathematical concepts into all aspects of children's play. For example, they enjoy counting buttons on clothing. Outings to places of interest help children to learn about the local area, and they regularly study the wildlife in the garden. They play with programmable toys and a laptop, developing their technological skills. Attending toddler groups helps children to develop their social skills. Children are developing strong skills for the future. They are supported to become independent and are encouraged to be environmentally friendly.

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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