

Inspection report for early years provision

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Inspection date	25/03/2010
Inspector	Jeannette Waring
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 lives with her husband and two teenage children. Both her husband and her eldest daughter work as occasional assistants. The family lives in a three bedroom house situated in a quiet residential street on the Plumstead/Welling borders. The house is located close to local parks, woodland, schools and shops. All areas of the property are used for childminding, with the through lounge providing the main indoor play space. There is also a fully enclosed garden available for outdoor play. The family have no pets.

The childminder has been registered since May 2001. She is included on the Early Years Register and both parts of the Childcare Register and may care for a maximum of six children under the age of eight years, only three of whom may be in the early years age group. She is also registered to provide overnight care for one child. Currently there are nine children on roll, seven of whom are in the early years age group, most children attend on a part-time basis. The childminder provides care for a small number of children with disabilities and/or learning difficulties.

The childminder regularly attends the local carer and toddler groups. She is a member of the National Childminding Association and a member of the Children Come First Greenwich Childminding Network. She also supports young parents through the Care to Learn scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled in the warm and inclusive environment provided by the childminder. All families are made to feel welcome and all children feel valued by the childminder who understands their individual needs and interests exceptionally well. This enables her to promote children's welfare and learning very successfully, helping children to make very good progress given their age, ability and starting points. The excellent partnerships with parents and other agencies are a key strength, and are significant in making sure that the needs of all children are met. Although the childminder does not have a formal system for evaluating her service, she routinely reflects on her work with the children, and this has enabled her to identify areas where she would like to make further improvements to an already high quality service.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing observation and planning systems by linking children's achievements to the early learning goals so that children's next steps in

learning can be easily identified.

The effectiveness of leadership and management of the early years provision

The childminder makes children's safety and welfare her highest priority. She has clear policies and procedures relating to safeguarding, a sound knowledge of the symptoms of abuse and neglect and a good knowledge of the local and national procedures for safeguarding children. She ensures that she keeps abreast of changes in this field and has identified that she would like to access some further safeguarding training to ensure this. Regular risk assessments within her home, garden, when out in the community and on visits keep children safe at all times. The childminder uses appropriate safety equipment such as stair gates, cupboard locks and smoke alarms and the use of a video baby monitor enables the childminder to keep a close check on sleeping babies whilst she plays with the older children.

The childminder's home provides children with a stimulating, welcoming environment where they quickly feel comfortable and at home. A wide range of good quality toys and resources are provided in accessible storage units, both in the living room and in the hallway. This enables children to become confident and begin to develop their independence as they select toys, resources and activities for themselves. When new toys are introduced the childminder encourages children to take responsibility for them. For example, she recently purchased a play-house for the living room and children enjoyed helping her to put it together and then they all took part in painting various flowers on the outside walls.

The childminder provides a fully inclusive service and her practice in this area is exemplary. She celebrates diversity and welcomes families from a range of cultures and backgrounds. She provides good support for children who speak English as an additional language, supporting their understanding using facial expression and hand gestures and gently supporting the acquisition of English. Children with disabilities and those with learning difficulties are very well supported by the childminder. She works closely with parents and other agencies to ensure that all children's needs are met and makes sure that all activities are adapted, accessible and enjoyed by all.

The excellent partnerships that the childminder develops with the parents of the children she cares for, significantly contribute to the high quality service she offers to the children. She spends time getting to know the children, she discusses their needs, interests and abilities with parents and makes sure that she works with parents at all times to promote children's welfare as well as their learning and development. Partnerships with other agencies are also very well developed and enable the childminder to provide all children with the excellent care.

Although the childminder has no formal system in place to evaluate her practice, she routinely reflects on her work with the children and constantly strives to provide the best possible service. She routinely accesses training to ensure that she is aware of current good practice in the field, she reviews her provision and

identifies new resources which will help her extend children's learning and sets herself realistic targets aimed at making further improvements to outcomes for the children. For example, she has identified that she would like to update her safeguarding training as well as some further training on observation, assessment and planning for children's learning.

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

Children enjoy their time at the childminder's home. They enthusiastically take part in a wide range of activities and outings planned by the childminder. They confidently move around her home, select resources and settle to purposeful play. The childminder knows all of the children in her care extremely well. She observes them at play and records her observations, making notes on how to take each child's learning forward. She is aware that currently these plans are not clearly linked to the early learning goals, however, they are sufficient to inform her of children's abilities and to highlight their interests and she makes sure that the activities she provides engage their interest and extend their learning. As a result children are motivated and eager to learn.

Children are developing a love of books and they select favourites for the childminder to read as they cuddle up with her on the sofa or on the floor. The childminder skilfully engages children in the stories, asking questions and encouraging children to predict what might happen next. Children enjoy a wealth of art and craft activities both at the childminder's and when visiting local groups, and there are many examples of their work in their individual files showing a clear progression in their developing skills.

The childminder is an active member of a childminding network and together with other childminders often plan outings for the children to local places of interest. For example, children have travelled on the Docklands Light Railway, visited City Airport and the local fire station and various local parks and activity centres. These visits help to broaden children's understanding of their local community and the wider world. Play in the childminder's well equipped back garden during fine weather encourages children's physical development and gives opportunities for them to learn about the natural world. Children help to keep their play space tidy as they help the childminder tidy up for lunch time. They learn about the importance of good personal hygiene as they wash their hands before meals or after using the toilet or before helping the childminder with a baking activity. They enjoy a range of healthy meals and snacks and the childminder talks to them about the importance of a healthy diet.

Children are very well behaved. The childminder has simple rules which she reinforces with reminders and with praise for good behaviour. She teaches children to be polite and well mannered and children are friendly, sociable and kind to each other. When children behave inappropriately the childminder asks children to think about what they have done and what they might do to make things better. This helps children to think about the impact their actions have and helps them to become self-disciplined.

Children learn to value and respect themselves and each other because the childminder creates an environment where everyone is welcome and everyone contributes what they can. Children learn about, and share, elements of their own and one another's cultures as families share their celebrations and festivals at the childminder's home. They also learn about other cultures and traditions as they celebrate community festivals at the groups they attend. The childminder makes sure that all children are able to benefit from the activities she provides, if this means she needs to adapt something to include everyone she does so. The childminder's instinctive inclusive approach within a warm and nurturing environment ensures that all children feel good about themselves and make very good progress in their learning and development.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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