

Inspection report for early years provision

Unique reference number	EY137264
Inspection date	23/01/2009
Inspector	Pamela Patricia Paisley
Type of setting	Childminder

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 2002. She is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and their three children, one 11-year-old and two adults, in Downham within the London borough of Lewisham. The whole ground floor of the childminder's home is used for childminding, together with one bedroom and bathroom facilities on the first floor. The family has a dog. The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age group. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making good progress in their learning and are able to participate fully because activities are thoughtfully adapted to meet their individual needs. They are happy and settled in a welcoming environment and the childminder makes good use of her time and resources to support children's development. The childminder is strongly committed to inclusion and enthusiastic about undertaking relevant training to further improve the service she provides.

What steps need to be taken to improve provision further?

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

- continue to develop the observation, assessment and implementation of children's next steps by using the EYFS guidance, to ensure the six areas of learning are effectively covered and planned for

The leadership and management of the early years provision

The childminder maintains well documented records, policies and procedures required to ensure that the needs of all children are met effectively. The childminder organises her home so that children can choose to access areas and resources offering different activities to extend their play and develop their independence. The childminder has made improvements to the service she provides. Since the last inspection she has improved her record keeping. She has updated her complaints procedure to ensure that parents are fully aware of how to make a complaint. The childminder carries out rigorous risk assessments which are regularly reviewed to maintain children's safety within her home. Appropriate safety equipment is used according to the age and needs of the children attending. Children are well protected because the childminder has a good knowledge and understanding of her role and responsibilities in safeguarding children in her care. The childminder is committed to making further improvements through self assessment and intends to attend further training to enhance her childcare

knowledge. The childminder has a well established partnership with parents, which ensures each child's needs are met. She meets with parents on a daily basis to discuss each child's day and uses a daily journal which is shared with parents to keep them informed of activities and general well-being of their children. Parents' views are valued and they are invited to complete questionnaires regarding the service the childminder provides. The childminder has close links with schools which children attend and liaises with teachers to ensure progression and continuity of learning and care.

The quality and standards of the early years provision

The childminder provides a stimulating learning environment that helps children to progress well towards the early learning goals. She plans activities in advance and incorporates both indoor and outdoor activities so that children experience a wide range of different types of play. The childminder has begun to make observations and assessments to help plan for children's next steps of learning but is not yet fully secure in her knowledge of how to use the Early Years Foundation Stage (EYFS) guidance effectively to ensure she is promoting all aspects within the areas, as best as she can. Children are gaining good physical skills as they take part in obstacle races where they can practise throwing bean bags, jumping in sacks and balancing an egg on a spoon. The childminder ensures that children are able to visit parks on a regular basis which gives them good opportunities to use slides, swings, skipping ropes and jog around the park. Children are learning how to make healthy choices about what they eat and drink as the childminder encourages them to choose foods that they think are healthy.

Indoor and outdoor space within the childminder's home is organised effectively, creating a child-friendly environment which enables children to explore and take risks while being appropriately supervised. The childminder has clear procedures in place to protect children from the risk of cross infection, and shares these with parents. Children have good access to play materials that reflect positive images of diversity. The childminder uses books and discussions to help children learn about different cultures and beliefs. Children are developing a good understanding about living things through growing mustard and cress and making bird feeders. They have regular access to a computer and programmable toys to support their learning and enjoy building with a wide range of construction materials, such as Lego, Duplo and different size building bricks.

Children are beginning to learn mathematical concepts through playing games such as snakes and ladders, counting cars while on outings, shape sorting and completing puzzles. The childminder uses homework helper books to support older children with adding subtracting, multiplying and dividing. Children are gaining good personal and social skills as they put on their own coats and shoes and take their cups into the kitchen after snack times. They benefit from visits to toddler groups and visit friends where they can socialise with other children of a similar age. Children play games, sing songs, act out stories and take part in role play, which helps to promote their language development and creative skills.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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