

Inspection report for early years provision

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Inspection date	04/07/2012
Inspector	Rebecca Khabbazi
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 2003. She lives with her husband and two children aged 16 and 11-years-old. The family live in a four bedroom house in Forest Hill, within the London Borough of Lewisham. The downstairs of the home is the main area used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight-years-old, three of whom can be in the early years age group. There are currently three children on roll, all of whom are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming, inclusive environment where children are safe, well cared for and grow in confidence and independence. She has a professional approach and most paperwork is well organised and up-to-date. Good relationships with parents ensure that the childminder knows children well and effectively meets their individual needs. Children make good progress in their learning overall, given their age, ability and starting points, although use of the outdoor learning environment is not yet fully developed across all areas. The childminder has a clear commitment to continuous improvement. She regularly monitors and evaluates the service she provides and is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- obtain written consent from all parents for children to take part in outings
- develop the use of the garden further to provide a wide range of outdoor learning experiences for children across all areas of the curriculum.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has a clear understanding of her responsibilities towards the children in her care, and knows what steps to take if she is worried about a child. She makes sure that relevant documentation that promotes children's health, safety and wellbeing is comprehensive and well organised. However, although she agrees all aspects of children's care with parents verbally, some parental consent forms for outings have not yet been signed. The childminder conducts careful risk assessments of the

home and makes sure that appropriate precautions such as safety gates are in place, so that children can play safely. She makes good use of resources to support children's learning. Children have space to play in the well-equipped playroom and can easily access a wide variety of good quality play materials that are suitable for their age and needs.

The childminder works closely with parents to make sure that she has a thorough understanding of each child's background and needs. She plans the day around children's individual routines and adapts care where needed to ensure that all children's needs are met well. For instance, she works effectively in partnership with other professionals to make sure children receive good support if they have additional needs. Children learn to value diversity when they find out about each other's lives and families, try new food from different countries or dress up in traditional costumes. This all helps ensure that equality and diversity are successfully promoted. The childminder keeps parents well informed through a daily diary as well as verbal discussions. They have access to a comprehensive range of written information about the setting including policies and procedures. The childminder shows a strong commitment to continual development. She makes good use of feedback from parents to monitor and review her practice and takes well targeted steps to improve the setting. For instance, by improving her paperwork and attending local courses.

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

Children have excellent relationships with the childminder, who is warm and affectionate towards them and responsive to their needs. They benefit from consistent, well-planned routines that help them feel very secure and, as a result, their behaviour is extremely good. They show a very strong sense of belonging and high levels of confidence as they independently choose their own resources, help tidy the toys away or take responsibility for putting something in the bin. Children learn to keep themselves safe when they talk about road safety or stranger danger, and when they take part in regular fire drills. They develop a good understanding of healthy lifestyles. They adopt simple good hygiene routines when they wash their hands before they eat. The childminder follows careful procedures for changing nappies, such as wearing gloves, which helps reduce the risk of cross-contamination. Children benefit from healthy, freshly prepared meals and snacks that take into account their nutritional needs. They enjoy slices of apple and some olives for a snack and look forward to some tasty home-made soup for lunch.

Children take part in a wide variety of activities and experiences that help them make good progress in their development overall. They enjoy daily outings and play outside every day, although the garden is not yet fully used to provide a wide variety of outdoor learning experiences across all areas of the curriculum. The childminder knows children well and uses her observations of their achievements to plan activities that build on their interests and skills. Young children's early communication skills are fostered when they cuddle up for a story or join in with

songs and rhymes. They solve simple problems when they experiment in the water tray with different sized containers, or find the correct piece for their puzzle. Young children learn useful skills for the future when they investigate a toy and discover what happens when they push a button, and older children confidently use the computer. Children express their creativity when they sing along and follow the actions when the childminder plays the guitar, paint colourful pictures or decorate their biscuits for teatime. Children are well occupied and stimulated throughout the day and enjoy their time at the setting.

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	1
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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