

Inspection report for early years provision

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Inspection date	14/06/2011
Inspector	Lorraine Sparey
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 has been registered since 2003. She lives with her eight-year-old son in Catford, within the London borough of Lewisham. The whole ground floor and first floor of the childminder's house are used for childminding; there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children may attend, of these, three may be in the early years age group at any one time. There are currently six children on roll; of these four are in the early years age group. The childminder is also registered to provide overnight care. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children participate in a broad range of quality activities and play opportunities linked to their individual interests. The childminder provides good levels of support and knows the children's individual needs well to ensure these are met. As a result children are making good progress in their learning and development. Generally children's health, safety and overall well-being are effectively supported. The childminder has addressed previous recommendations and is committed to providing positive outcomes for children enabling continuous improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact, such as ivy in the garden play area
- review the recording of observations to ensure confidentiality for all children and families.

The effectiveness of leadership and management of the early years provision

Children are generally safeguarded. The childminder has good understanding of requirements and is fully aware of the procedures to follow in the event of a welfare concern. Parents receive good quality information about her policies and procedures, including her role and responsibilities in this area. She has detailed risk assessments that generally cover all aspects within the home, garden and on outings. However, not all potential hazards in the garden have been assessed such as large amounts of ivy in the play area. The childminder is very committed to training increasing her knowledge and skills in all relevant areas of childcare.

Resources are deployed well to enable children to make choices in their play and learning. These are stored in generally low-level containers enabling easy access. Children spend a lot of time at various groups in the community throughout the week and the local park to enhance their social and physical development. The childminder provides good levels of support, engaging in their play and encouraging them to be independent both in their care and learning.

The childminder has some effective systems to monitor and evaluate her provision. She meets with other childminders and uses the local children's centre as an additional resource. Good practice is discussed with everyone contributing their ideas. Parental questionnaires provide good opportunities for them to be involved in the decision-making and children are invited to suggest their ideas enhancing the provision.

The childminder develops positive relationships with parents. They receive good quality information about the service offered and have the opportunity to view their child's learning journey on a regular basis, sharing their knowledge of their child's progress. The childminder has systems in place to share information with other early years providers and professionals to ensure children are effectively supported.

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

Children are happy and settled in the childminder's care. They develop warm and trusting relationships enabling them to develop a strong sense of belonging and increasing their self-esteem and confidence. Children's individual interests are followed to maximise their learning opportunities. For example, one of the children is interested in animals. They talk about various animals including panda, zebras and monkeys. The child enjoys demonstrating the different sounds they make. Children have opportunities to paint, bake and listen to well read stories. Their language is developing well because the childminder spends time talking with them, narrating what they are doing and repeating words to support their communication skills. She encourages them to sing songs and rhymes following simple actions or using musical instruments. Children go on lots of visits in the local community to various toddler groups and the local children's centre where they can socialise with others and have a variety of different play and learning opportunities.

The childminder demonstrates good knowledge of the Early Years Foundation Stage and ensures that her observations and assessments are linked to all the areas of learning to enable children to make maximum progress equally. She devises clear next steps involving parents to support her in developing and monitoring children's progress. In some of the children's learning journeys confidentiality is not fully respected because the childminder records the names of the other children involved in the activity or in the photographs.

Children follow good hygiene routines. They know and understand when and why

they wash their hands. They learn about healthy lifestyles through discussion, planting and tending vegetables to support their awareness of growing and what their bodies require to help them develop. Children are encouraged to play and exercise in the fresh air. They walk to school, around the local community and use the park to practise their physical skills such as climbing and running. Children learn about staying safe because the childminder gives clear explanations about the consequences of their actions to support their awareness. They practise the evacuation procedure to familiarise them with what to do in an emergency. Children learn about road safety through interesting projects which they are able to practise when out and about in the community. Children's behaviour is good given their age and stage of development. The childminder is a positive role model and consistently praises them enabling them to learn the difference between right and wrong. Children have excellent opportunities to learn about the wider world. They talk about 'Black History' month and visit local museums to increase their knowledge and understanding. They talk about a variety of festivals throughout the year developing their awareness of respecting valuing others. Parents are encouraged to share their knowledge with all the children.

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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