

Inspection report for early years provision

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Inspection date	27/09/2010
Inspector	Pamela Paisley
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 was registered in 2004. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children aged eight and 11 in Forest Hill with the London borough of Lewisham. The whole ground floor and first and second floor of the childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play. The family has a cat. The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age group. She is currently minding two children on a part-time basis in the early years age range. The childminder is a member of National Childminding Association.

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 who attend and enables them to make good progress in their learning and development. Her motivation and good organisation ensure that children are happy, have positive experiences and are well cared for in a secure environment where their safety is given high priority. The childminder provides a warm and friendly environment in which good quality information about the children is shared with parents, and she is aware of how to develop links with other settings where children may attend. Children individually benefit from a well planned, wide range of interesting and meaningful experiences. Most of her paperwork supports the care and education of the children.

What steps need to be taken to improve provision further?

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

- develop observations and assessments in order to clearly identify children's next steps of learning
- enable children to practice regular fire drills to help them become familiar with emergency evacuation procedures
- obtain written parental permission for taking children on outings and on all types of transport.

The effectiveness of leadership and management of the early years provision

The childminder is aware of the signs and symptoms of possible abuse and knows the appropriate procedures to follow should she have concerns about a child in her care. The childminder has a good understanding of how to protect children, and

recognises that this is her first priority. The childminder has taken effective steps to evaluate the service she provides and has a good understanding of the strengths and weaknesses of her provision. She intends to go on further training courses to enhance her knowledge and skills. Since the last inspection the childminder has improved the safety of her garden to make sure children can play safely outdoors and updated her fire safety procedures by ensuring the evacuation plan covers all areas of her home. Most policies and procedures are in place that promote the welfare, care and learning of the children; although written parental permission for taking children on outings and on transport has not been sought. The childminder conducts thorough risk assessments to ensure children's safety within her home and on outings and there are effective safety devices fitted throughout her home to protect children from potential dangers. Children get good encouragement from the childminder to participate in activities provided. She meets their individual needs well, making sure that each child is treated with equal concern. The childminder has a good partnership with parents. Parents receive clear information about the service provided and their children's progress through discussions with the childminder and they are encouraged to get involved in their child's learning and development. The childminder intends to build good links with other provision delivering the Early Years Foundation Stage where her minded children may attend, to ensure continuity of learning and care. The childminder's home is very child centred and well organised and attractively equipped with good quality toys and resources. These are highly appropriate for the children's stages of development and are readily available to encourage independence.

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

Children are happy and settled and take part in a broad range of planned activities and spontaneous events, which support their development and overall learning. Children are beginning to form close friendships with each other and often play together. The childminder knows the children extremely well and ensures that she spends time with each child, providing positive support, praise and encouragement. The childminder plans and provides a wide range of play and learning experiences that meets children's individual needs. She is aware of their starting points, although she has not yet developed a system to clearly identify children's next steps of learning. Children have good opportunities to meet up with friends at toddler groups and enjoy friends visiting for play dates. Children are developing good personal skills as they attempt to feed themselves at meal times. They can recognise their own cups, which the childminder leaves out so they can help themselves to drinks when they are thirsty. Children are learning new words as they listen to stories told by the childminder and books are readily available so children sit comfortably to look at them. Children are becoming confident communicators and are beginning to learn everyday words. They are learning mathematical concepts as they use shape sorters and sing number songs. There is good access to puzzles and games that enhance their problem solving skills.

The childminder has detailed fire safety procedures in place, although children do not practise regular fire drills so they do not become aware of emergency

evacuation procedures. Children eat healthy meals, which the childminder prepares each day to make sure they benefit from fresh foods. They are offered fresh fruit and vegetables and water, juice and milk throughout the day. Children are able to build models with a wide range of different types of bricks. They enjoy the use of programmable toys to support their learning and have good access to resources that reflect positive images. The childminder uses books to help children learn about different cultures and beliefs and children often eat foods from around the world and dress up in different traditional costumes. The childminder makes sure that children have plenty of opportunities for physical play through well-planned indoor and outdoor activities. They practise climbing, throwing, kicking, catching and riding with a wide range of play equipment. Their fine motor skills are being developed through using paint brushes, crayons and taking part in hand painting. Children have good opportunities to experience and explore with different textures and malleable materials such as play dough, sand and water. They have good opportunities to listen and dance to music and play instruments such as microphones, tambourines, recorders and a harmonica. Role play is thoroughly enjoyed by the children and they have great fun pretending to cook meals and use a wide variety of kitchen and home play equipment.

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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