

Inspection report for early years provision

Unique reference number	EY280196
Inspection date	17/02/2009
Inspector	Silvia Richardson
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2004. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children at any one time, of whom two may be in the early years age group. There are currently two children on roll, of whom one is in the early years age group and one is aged eight years. Children are cared for before and after school and during school holidays.

The childminder lives with her husband and their two children aged four and 12 years. They live in a house in the London Borough of Greenwich, close to shops, parks, a library and public transport links. All areas of the property are available for childminding. There is a fully enclosed garden available for outside play. The family have one hamster and two fish as pets. 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 very happy and settled because the childminder provides a wide range and variety of interesting and stimulating activities. Resources are well presented so that children make choices and enjoy inclusive play experiences. Children are well supported and encouraged to take part in the full range of activities provided across the six areas of learning, helping them make good progress. The childminder attends training courses so that she is able to maintain continuous improvement and respond appropriately to the requirements of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments of each child's achievements, interests and learning styles, identifying learning priorities in partnership with parents and match observations to the expectations of the early learning goals

The leadership and management of the early years provision

The childminder organises her home effectively, enabling easy access to toys and play materials so that children may choose what they want to do and with what they wish to play. Good quality resources of sufficient quantity are contributing to successful group play experiences. Children receive plenty of support and encouragement through the childminder organising play experiences so that she is available to sit and play with the children and talk to them, promoting their learning. Records, policies and procedures are upholding good childminding

practice and these are made available to parents and carers, so that they are well informed of arrangements. The childminder has not formally evaluated her childcare services, although has a good awareness of the strengths and weaknesses of her provision. She has prepared some documents for recording children's attainments, although has not yet started to use these to measure children's progress towards the early learning goals.

The childminder works well in partnership with parents, providing flexible childcare arrangements to meet with their needs. Written contracts are used to formalise agreements and to document children's specific needs. Parents read and sign the childminders policies and procedures, acknowledging for example, the childminders duties and responsibilities to safeguard children in the setting. The childminder knows what to look out for and how to make a referral to care services should child protection concerns arise. Information is exchanged regularly regarding children's welfare needs, their activities and achievements, so that a partnership approach to care works well in practice. Usually the childminder plans activities, informs parents of these and seeks their agreement, where appropriate, so that they are well informed. Parents and carers are not routinely consulted about children's learning priorities or directly involved in planning for the next steps in their learning, to ensure continuity and consistent approach.

The quality and standards of the early years provision

Children enjoy a good range and variety of activities, both in the home and out in the community, promoting their learning and development. Children especially enjoy being creative and making things, using a range of different mediums such as paint, glue and play dough. The childminder actively encourages children to use and develop their imagination through role-play and supports all children so that they feel confident and able to take part. The childminder values the uniqueness of each child, providing play and learning experiences of particular interest to them. Children have good opportunities to learn about and experience some aspects of different racial and cultural groups, for example, a visit to the Horniman Museum and taking part in practical activities such as making African masks. Activities provided support and enhance children's learning across the six areas, so that they make good progress.

The childminder informally observes what children are doing in their day to day activities and responds appropriately to help them make progress. She is able to report on progress and achievements, although systems are not yet being used effectively to target learning priorities and to ensure there are no gaps in children's learning.

Children play and move around safely in the setting and outdoor play space because the childminder has effectively assessed potential risks and taken appropriate action to minimise hazards. Children practise fire drills, so that they know what to do and how to stay safe in an emergency. Children are well nourished through provision of a good variety of fruit and salad vegetables as snacks. Children are encouraged to make healthy choices and have a good understanding of foods that are good for them and those less beneficial to their

health. Children are clearly enjoying a full range of activities and achieving well in the setting. They share and take turns with resources and are developing polite, courteous and co-operative behaviour. The childminder sets clear rules and boundaries for children, helping them understand the importance of social skills and safe play.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.