

Inspection report for early years provision

Unique reference number	EY298133
Inspection date	08/02/2011
Inspector	Denys Rasmussen

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 has been registered since 2005. She lives with her husband and two children aged 11 and nine years in Lee, London borough of Lewisham. The ground floor of the childminder's house is used for childminding with the playroom being the main room used. There is a fully enclosed garden for outside play. The childminder takes and collects children from local schools and younger children attend local groups. The childminder is registered to care for six children at any one time, of these, three may be in the early years. She currently has four children on roll in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is fluent in Macedonian, English and Italian.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The attentive and caring childminder provides a stimulating and safe environment. She has a good understanding of the children's individual needs supported by her effective relationships with parents and other settings the children attend. She values and respects all children and their families successfully promoting children's welfare and learning. She is currently developing her self-evaluation systems, however, she has made secure improvements since the last inspection and is committed to looking at ways to develop her practice which will enable continuous improvement. The childminder's effective policies and procedures ensure children are well safeguarded.

What steps need to be taken to improve provision further?

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

- develop self-evaluation systems as the basis of an ongoing review to enable continuous quality improvements.
- develop children's awareness of communication systems such as pictorial, signing and Braille and display children's home language alongside English where possible.

The effectiveness of leadership and management of the early years provision

The childminder's effective risk assessment process, along with her policies and procedures, reflect her good practice. This enables children to play safely both indoors and outside and protects their health and safety. She is well aware of her responsibility with regards to protecting children and knows the procedures to follow if she were to become concerned about a child's welfare. The childminder's

home is conducive to learning, organised with good quality age appropriate play resources which the children have free access to. There are positive images within the childminder's play resources, she celebrates a variety of cultural festivals and she provides bilingual books, helping children to embrace differences. However, this has not been fully exploited to support individual children's home language. There are photographs of the children involved in activities displayed which promotes a sense of belonging. The childminder does not gender stereotype the equipment or activities and supports all the children to engage in all she is offering.

The childminder has met all the recommendations from the previous inspection well and has identified that she wants to develop her self-evaluation systems to collate into a working document. She talks to other childminders, reads relevant publications and attends training to up-date her knowledge and gain ideas to improve her practice. She uses her observations of the children to inform her practice. For example, a child was screwing up his work saying 'rubbish' and as a result of this the childminder encouraged him to display his work on her wall to instil a sense of pride.

The childminder has fostered good relationships with the parents and other settings involved with the children. She respects parents' wishes in the care of their child and the effective two-way flow of information, which is both written and verbal, ensures consistency. Parents are very happy with the childminder and comment she has a 'lovely warm home' where the children are made to 'feel really welcome'. They report that the childminder 'goes to a lot of trouble to cater for children's individual needs to make them feel safe and comfortable'. The parents particularly appreciate the home cooked and healthy meals that they report their children 'love'. The parents comment the childminder is 'professional and reliable', 'easy to talk to' and share their child's progress with them.

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

The childminder finds out about the children from their parents as to where they are in their learning and development and their personal likes and dislikes so she is aware of their starting points. She uses her sensitive observations of the children to plan for their future learning and development. They are linked well to the areas of learning and discussed with parents. The childminder supports the children's language skills well through conversation, reading and songs and by responding positively to the children's gestures, praising their efforts at communication. The children snuggle up to her when looking at books and she extends their learning through responding to their comments and asking them questions to make them think. They count the bubbles in the story and notice when they are 'bigger' or 'smaller'. The childminder is interested in learning about sign language but has not as yet developed children's awareness of different communication systems such as signing, pictorial and Braille. The childminder engages the children in play to increase their enjoyment, for example, putting a cloth over the child's head saying 'where has she gone', then taking it off saying 'boo'. The children laugh heartily

and really enjoy this game.

Loving and caring relationships with the children are evident; the childminder intuitively attends to the children's needs both physically and emotionally, ensuring they feel safe and secure. She talks to them about road safety when they are outdoors and they follow the rules such as holding onto the buggy. They practise a fire evacuation procedure to learn how to leave safely and calmly. Children are encouraged to adopt healthy lifestyles; for example, by being offered healthy and nutritious home cooked food which incorporates fresh fruit and vegetables. Fresh air and exercise is part of the daily routine and children use the good resources in the garden to climb, slide and practise ball skills and visit the local park to practise on more challenging equipment. They search for bugs in the garden, visit the farm to pet the animals and plant bulbs to encourage their love of nature. Good hygiene practices are encouraged such as taking off outdoor shoes when inside and washing hands appropriately with liquid soap and paper towels to reduce the risk of cross-contamination. Children are well behaved and care about each other because of the childminder's skilful interaction and gentle guidance. Their social skills are supported when they are taken to regular groups and their creativity is nurtured through dancing and music sessions. They access art and craft materials to make their own creations and proudly display their work on the childminder's wall. The children have access to a good range of play resources, this, along with the engagement of the childminder sparks imaginative play which the children thoroughly enjoy.

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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