

Inspection report for early years provision

Unique reference number	EY316063
Inspection date	08/03/2012
Inspector	Chris Hodge
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 2006. She lives with her husband and three children aged two, 12 and 14 years, in a three bedroom town house in Bermondsey, in the London Borough of Southwark. The whole of the ground floor is used for childminding, together with the first floor bathroom and bedroom for sleeping. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for five children under eight years; of these, two may be in the early years age group, and of these, one may be under a year. There is currently one child in the early years age group on roll who attend on a part time basis. The childminder is qualified in childcare to NVQ level 2 and has experience working in a nursery. She attends local clubs and childminder network groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, welcoming and caring environment in which children are happy and very much at home. Play resources and activities are generally well organised helping children to make good overall progress towards the learning goals. Comprehensive written policies and procedures are effectively implemented to promote children's safety and welfare. Good working relationships with parents ensure that children's individual needs are consistently met. The childminder is committed to providing good quality care and to maintaining continuous improvement. She successfully achieves this through effective means of self-evaluation and attending on going training.

What steps need to be taken to improve provision further?

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

- develop the use of picture and written labelling on resources and equipment to increase children's awareness that text carries meaning
- organise toys and play resources indoors so that they fully support children's learning.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her role and responsibility for keeping children safe. She demonstrates a good understanding of child protection issues and keeps up-to-date with Local Safeguarding Children Board procedures, by attending regular training. She has comprehensive information to refer to, should she have any concerns about a child in her care. Robust risk assessments are undertaken for

outings and on her home, and necessary safety measures are in place to keep children safe. The childminder holds a valid first aid certificate and all adults in the home have been appropriately vetted. All documentation and required records are in place and are professionally maintained.

The childminder makes good use of the available space within her home. Children have good opportunities to play outside on a daily basis. Play resources in the garden are well organised and encourage children to be active and independent learners. However, indoors resources are not quite so well organised and tend to get trodden on by children. The childminder promotes inclusive practice through her written policies and positive image play resources, books and activities. Relationships with parents are well established. The childminder works in partnership to share information and to keep parents well informed about their child's day and progress. There are no children currently attending other early years settings, although the childminder is very positive about developing links in the future.

The childminder is committed to providing children with good quality care and enhancing her professional development. She has completed lots of training courses since her previous inspection, including a level 2 National Vocational Qualification in Childcare. She is just about to start on a Diploma in Childcare and is hoping to join the Children Come First Network. The childminder regularly meets with other childminders to share best practice and as an experienced childcare worker she understands the importance of reflecting on her practice. She is using robust self-evaluation and information from parent questionnaires to help her identify areas for future development.

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

The childminder has good systems in place to find out about children's individual needs and starting points. She undertakes sensitive observations that are linked to the early learning goals and plan for the next steps in children's learning. During the week children enjoy a wide range of learning opportunities both indoors and outside the home. The childminder monitors children's progress towards the early learning goals. She completes reviews of how children are progressing in the six areas of learning and meets with parents every few months to share the information.

Children feel safe and secure with the childminder because she is warm and responsive to their needs. They happily play by themselves for short periods of time, in the secure knowledge that the childminder is constantly on hand to join in when required. As a result children demonstrate a strong sense of belonging. The childminder spends lots of time playing, interacting and talking to children, encouraging them to develop their language and listening skills. Children enjoy sitting with her to look at books and to listen to their favourite stories. They also enjoy trips to the local library for story time and to choose books for themselves. However, opportunities are missed to further increase children's awareness that

text carries meaning as there is no labelling on play resources or equipment. Children experience a variety of art and craft activities both at home and on regular outings to local play groups. During this time they also enjoy socialising with other children and learning about wider community. Children love spending time in the garden where they have great fun blowing and chasing bubbles, planting and digging and exploring with sand. They also enjoy developing their physical skills using equipment such as tunnels, slides, trampolines, balls and bikes. The childminder effectively uses activities and routines to introduce and reinforce mathematical concepts such as counting, colours, numbers and shapes.

The childminder has a range of comprehensive policies and procedures that are effectively implemented to promote the welfare of children. For example, unwell children are excluded to ensure cross infection is minimised. Appropriate procedures are in place for the administration and recording of medication and accidents. Children are cared for in a clean and suitably maintained home environment. They are encouraged to adopt healthy lifestyles by playing actively outside in the fresh air and eating healthy snacks and home cooked meals. Provision is made for children to rest during the day if required. They learn the importance of good personal hygiene routines such as hand washing after going to the toilet and before meal times. The childminder promotes positive behaviour by setting consistent boundaries and rewarding children with stickers and lots of praise and encouragement. As a result children learn the importance of boundaries and acceptable behaviour as they develop the skills they need to support them in the future.

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	3
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	3
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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