

Inspection report for early years provision

Unique reference number	EY318455
Inspection date	19/10/2010
Inspector	Claire Douglas
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 2006. She lives with her adult daughter in a three bed roomed, end of terrace home in the London borough of Lewisham. The setting is close to shops, parks, schools and local transport links. The ground floor of the property is used for childminding purposes, access to the kitchen and front room are supervised. The upstairs of the property is used for the bathroom facilities and the occasional use of a travel cot in the master bedroom, if needed. The family has two pet cats. There is a secure garden available for outside play. Access to the setting is via steps and a slope to the front door.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

Children attend for a variety of sessions. The setting supports children with special educational needs and / or disabilities and children who speak English as an additional language. The childminder has formed links with other early years settings such as the local Children's and Family Centre and the local pre-school. The childminder is a member of an approved childminding network and is also a network childminder. The childminder has a recognised childcare qualification and she is a member of the National Childminding Association. The setting receives support from the local authority through an early years development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. Children are happy, safe and well cared for in her warm, inclusive home and welcomed as part of the family. Good relationships with parents ensure that the childminder knows children very well and provides the care and support they need. The childminder reflects on the service she provides and takes steps to ensure that she is responsive to the needs of the children she cares for and their families.

What steps need to be taken to improve provision further?

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

- further develop the system used for self-evaluation, taking into account the

views of children, parents/carers and other interested partners to enable effective identification of strengths and weaknesses and devise actions which lead to further improvement .

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibilities towards the children in her care, and effectively safeguards their welfare. She knows what steps to take if she has concerns about a child, and has completed child protection training. She keeps all of the required records that promote children's health, safety and well-being. Risk assessments ensure that children are safe in the home and when out and about. The childminder provides children with access to a variety of quality resources and play materials that support their play and learning. The childminder works closely with parents to ensure she has a thorough understanding of each child's backgrounds and needs, so that equality and diversity is successfully promoted. Parents are warmly welcomed into the home and kept well informed through daily discussions and feedback, as well as having access to a range of written policies and procedures. Parents' comments show they are very happy with the service provided, for example, 'I am particularly encouraged that our daughter has a wide variety of freshly prepared food with a strong focus on fruit and vegetables, she has been exposed to a range of different cuisines including Italian, Turkish, Moroccan which she loves. The childminder always takes time at the end of the day to talk about what our child has done and eaten and developmental progress she has made. I have always been able to discuss any concerns and have received excellent non judgmental advice. We are genuinely delighted to have found our minder it has made my return to work significantly less problematic and it is reassuring to see how our daughter is benefitting from being there.' and, 'I am given a daily snap shot and always able to discuss any wishes when required.' The childminder builds effective partnerships with other professionals where appropriate, for instance when attending other settings and play centers. She values local training opportunities and keeps up to date with relevant courses to develop her knowledge and skills and assist in evaluating her practice. The childminder has begun to evaluate her service; however, the system used does not effectively document her strengths and weaknesses or provide an additional focus for improvement. Previous actions taken to improve the service have led to improved outcomes for children, for instance, a change in the way resources are stored, means that children can happily self select their desired play materials helping them to enjoy and achieve and the childminder's continual development in her use of the Early Years Foundation Stage ensures children's next steps are clearly identified and planned for.

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

Children are happy, settled and at home in the childminder's care. They show a strong sense of belonging as they independently select toys and resources and

move confidently around the home. They learn to keep themselves safe when the childminder encourages them to hold on to the buggy when walking along the street or as she reminds them to go carefully up to the top of a slide in the park. Clear fire safety precautions are in place and children learn about evacuation procedures through discussion, and regular practices to ensure they can act quickly in an emergency. Children adopt simple good hygiene routines when they wash their hands straight away when they come in from outside and before eating. They benefit from well-balanced, home-cooked meals and snacks that meet their nutritional needs and they learn about foods that are good for you when the childminder shows them the range of fruit and vegetables that a friend has harvested at her allotment, which are then used in the cooking. Children enjoy daily regular exercise as part of a healthy lifestyle, ranging from a yoga session at the childminder's home to learning to pedal a bike around in a local play centre's outdoor area. Children take part in a wide variety of activities and experiences that support their learning and development both at the childminder's home and at the range of play centre's they attend regularly. They make very good relationships with the childminder and respond well to her warm and caring approach.

Activities are very well matched to children's interests and abilities. The childminder makes observations of children's achievements. Systems for using these plan future learning experiences and ensure activities consistently build on children's existing knowledge and skills. Children are keen to communicate and younger children benefit from the childminder's patience and encouragement as they learn new words and start to join in conversations. They enjoy sharing books and naming the pictures on each page. Children learn about different colours as they discuss the colour of the cars which are going past when out and about. They begin to solve simple problems when they work out where the puzzle pieces have to go to complete large floor and inset puzzles. They find out about the world around them when the childminder points out areas of interest when out and about, for example, the different colours and textures of the bark on the trees in the park and the progress of a spider who had made a home in the porch.

The childminder makes the most of diversity to help children understand the society they live in, as they play with an excellent range of resources and access a wide selection of books which reflect positive images of a multicultural society. They develop skills for the future when the childminder patiently helps them to learn how to dress and undress themselves independently or when they take turns to dish out their own vegetables. Children express their imaginations as they help themselves to creative materials, such as musical instruments, they delight in the sounds they can create while playing the recorders together and have fun helping themselves to the well stocked creative draw for cutting and sticking, colouring or painting. They are well occupied and stimulated throughout the day and thoroughly enjoy their time with the childminder.

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	1
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	1
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	1
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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