

Inspection report for early years provision

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Inspection date	06/10/2009
Inspector	Christine Lynne 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since August 2006. She lives with her husband and two teenage children aged in a four bedroom house on Thamesmead in the London borough of Greenwich. The ground floor kitchen and play room, together with the first floor living room are used for childminding. The bathroom is on the first floor and a bedroom is available for children needing to sleep. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for no more than six children under eight years old. Of these, not more than three may be in the early years age group and not more than one may be under one year old at any one time. There is no overnight care provided. There are currently four children on roll in the early years age group, two of whom are part time.

The childminder is a part of the Greenwich Network and member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good knowledge of children's individual learning and welfare needs ensures that she is successfully promoting all areas of their development. Children are happy and confident in the setting because the childminder develops warm and caring relationships and provides them with a safe, secure and stimulating environment. The childminder consistently works to improve her provision through attending training and sharing good practice with other providers. Comprehensive policies and procedures, which are shared with parents, underpin her good practice and promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- use the information gained from observation and assessment to track children's progress
- encourage children to become more independent learners by setting out a broader range of resources to choose from

The effectiveness of leadership and management of the early years provision

The childminder has well organised systems in place to ensure children are kept safe and secure. All adults in her home are appropriately vetted and all visitors are required to sign her visitors book. Comprehensive risk assessment are regularly

undertaken for outing and for all areas of her home, with necessary safety precautions such as safety gates, socket covers, window locks and a fire blanket in place. The childminder is very clear about her role and responsibility for recording and reporting any concerns of abuse she may have, in line with Local Safeguarding Children Board procedures and her comprehensive policy which underpins this knowledge is shared with parents.

Partnership with parents is a strong priority. The childminder works with parents to ensure they are provided with good information about her service and to find out about children's likes, dislikes, interests and routines when they first start with her. She takes time to find out about children's cultural backgrounds and language needs so that she can help children with English as an additional language. She talks to parents at the beginning and end of the day and provides them with a daily diary to keep them informed about their child's day and progress.

The childminder provides a warm, stimulating environment rich in posters, labels, symbols and children's work. Although good quality play resources are regularly rotated and allow children to make some choices, opportunities are missed to create a play environment where children can become fully independent learners as the amount of resources out at any one time are limited.

All required records and documentation are available and well organised. To maintain confidentiality each child has their own file containing relevant and regulatory information. Well formulated policies and procedures ensure that the childminder and parents are clear about all aspects of her provision. The childminder is committed to continually improving her service in order to provide a high level of care and uses self evaluation well to monitor her strengths and weaknesses. Although she is a qualified nursery nurse and in the past has attended lots of training courses, she is keen to attend further training and regularly meets up with other providers to share good practice.

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

Children are happy and feel safe and secure with the childminder who is warm and caring in her approach to their differing needs. Good measures are in place to keep children safe, enabling them to move freely and confidently when making choices about their play. The childminder supports children well in their learning as she sits with them and joins in their play, offering constant praise and encouragement to promote their self esteem.

Children make good progress from their starting points, across the six areas of learning, because the childminder builds their confidence through positive relationships and familiar routines which include a good balance of indoor and outdoor activities. She is skilled at using play resources and activities to help children recognise numbers, colours and shapes and to develop their counting skills. Children have access to a good range of books and enjoy choosing their favourite story for the childminder to read to them. She holds their attention well by making the story fun and encouraging the children's participation. Children

enjoy singing familiar songs and happily explore and manipulate play dough using a range of tools to help them develop their fine motor skills. They benefit from regular outings to the park, shops and local children's centre where they take part in a range of activities and socialise with other children.

The childminder observes children well through spending time with them during activities and taking photographs. Although written observations are linked to the areas of learning and are used for planning children's further development, the childminder does not have a system in place to record how she tracks children's progress.

Children are able to adopt healthy lifestyles as they help to tidy up and wash their hands after going to the toilet and before meal times, using anti-bacterial soap and paper hand towels. They have good opportunities to enjoy fresh air and take part in physical exercise on a daily basis in the garden and on outings to the park and woods. Children benefit from relaxed meal times with healthy, home cooked meals and regular water to drink throughout the day. Good provision is made for children to rest when required. Children are friendly and are developing good social skills as they learn to share, take turns and develop skills for 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

How effectively is the Early Years Foundation Stage led and managed?	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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