

Inspection report for early years provision

Unique reference number	EY378504
Inspection date	01/03/2012
Inspector	Elizabeth Mackey
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 registered in 2008. She lives with her two children in a two bedroom, first floor maisonette in the London Borough of Lewisham. The property is on one level and all areas are registered for childminding. There is not an outdoor area, however the childminder takes the children on a daily outing so they can access outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight years, of whom two can be in the early years age group. She is currently caring for four children, who are all in the early years age group and attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in a safe, child-centred environment where they are valued and included. The childminder liaises well with parents, and other professionals to achieve consistency in children's lives. There are effective systems in place for observation, assessment, and planning. The childminder meets children's individual needs well and they make good progress. The childminder strives for continuous improvement to improve the outcomes for children. However, the system for self evaluation lacks detail about the setting's strengths.

What steps need to be taken to improve provision further?

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

- further develop the systems for self evaluation, to incorporate a balance of the strengths, as well as the areas for improvement within the setting.

The effectiveness of leadership and management of the early years provision

There are efficient systems in place to safeguard children. The childminder has good knowledge and understanding of child protection issues and arrangements for safeguarding children are robust. There is a clear policy for safeguarding children, which outlines the procedure in place in the event of a safeguarding concern. The childminder has undertaken some safeguarding training and additional training is pending. The childminder shares all her policies with parents as part of their partnership agreement. The childminder holds a current paediatric first aid certificate and she provides a safe, stimulating, and homely environment.

Children access a very good selection of activities and resources, which effectively meet their needs. Areas used by the children are clean and well organised to encourage their independence. Areas are arranged to provide different activities for the children and they have the freedom to move from one area to another. The garden is not included in the registration; however, the childminder takes the children out every day. The childminder provides a good level of supervision. She carries out regular risk assessments and practises fire drills with the children. The childminder successfully promotes children's development across the six areas of learning. She interacts warmly and positively with the children and she has a good knowledge of their background and needs. The childminder is pro-active in her commitment to inclusion. Her policy sets out how everyone is included, respected, and how she promotes diversity in the setting. The environment and resources reflect cultural diversity.

All the children attend on a part-time basis, the childminder has a flexible approach to planning and she effectively engages with parents to meet children's routine and specific needs. The childminder monitors children's achievements and plans for the next steps in their development. Lovely pictures of the children at play, support observations. The childminder enhances communication with parents by the maintenance of a daily journal which provides a lovely informative record of the children's time in the setting and at home. The childminder seeks parents' views about her service and they comment they are very happy with how well the childminder meets children's individual needs. They welcome the contact book, which keeps support the two way flow of information. Effective systems are in place to support the liaison with other childcare practitioners. For example, the childminder has established links with the local schools where children attend; this promotes a cohesive approach to children's development. The childminder demonstrates a commitment to driving improvement. She reflects on her practice, seeks the views of others, and has a clear plan of action for future development to ensure sustainability. However, her system for self evaluation is not complete, as it does not identify the strengths of the setting, just the areas for improvement. The childminder keeps up-to-date with changes in requirements.

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

Children are happy, settled, and enjoy a close relationship with the childminder. They enjoy having the choice of a wide range of activities as well as engaging in activities that the childminder plans and prepares. This provides them with a good balance of adult-led and child-initiated activities. They benefit from having autonomy within the well planned space. Activities are available in all areas of the home. It is a child centred setting where children's photographs and artwork are proudly displayed. This enhances the children's sense of belonging. Children are enjoying learning about the spring season. They learn about it in many ways, for example visiting a farm to see the animals, making craft pictures of the farm animals. They also learn about planting and nurturing plants. They go shopping with the childminder to buy spring plants, pots and soil, which they then set using suitable tools. The children are excited about this activity and enjoy the knowledge

that they are potting the flowers as a surprise for their mothers, to celebrate mother's day.

Children's interest is driven by the enthusiasm and input of the childminder, who clearly enjoys her work. During activities, the childminder talks with the children about what they are doing. She asks open ended questions to promote their thinking and communication. They talk excitedly and in detail about the things they have done and the plans they have. Children are engaged and are active learners. Children's interest in books is fully promoted and they are displayed to encourage the children to look at them. Children have frequent opportunities to mark make using a good variety of different media. They access a good range of age-appropriate resources, which they self select. They have access to construction toys, puzzles, which provide opportunities to problem solve as well as a varied range of electronic toys and games. Children enjoy imaginative play and they particularly like to dress up. When celebrating Diwali, in addition to exploring many aspects of the festival both the children and childminder dressed up in traditional Asian dress.

Children act responsibly and they learn to look after the resources, tidying them away when they have finished. They clearly understand the boundaries in place; they are good communicators and articulate their needs very well. Although children so not have access to a garden, they benefit from daily outdoor play, where they can practise their physical skills. They enjoy regular trips to the park, toddler group, farms, the aquarium, and museums. Children learn about keeping safe as they practise road safety and fire evacuation. Children's behaviour is good and they respond positively to the reward system in place. Children learn about the importance of a healthy lifestyle, which includes practising hygiene routines and learning about which foods are good for them. The childminder provides healthy and nutritious meals, for example, children snack on a variety of fruits and tuck into a healthy lunch of home made Sheppard's pie. After a busy morning of activities, children snuggle close in to the childminder and fall asleep in her arms. Children are very comfortable in this setting and enjoy a close supportive relationship with the childminder. This combined with the effective partnerships in place, enables them feel secure, supporting their social and emotional development. This provides a solid base for children, from which they develop the skills they require 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

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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