

Inspection report for early years provision

Unique reference number	EY389131
Inspection date	10/11/2009
Inspector	Alison Romanczuk
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, first registered in 2009 lives with her five grown up children and young grandson in a three storey Victorian terrace in East Dulwich in the London Borough of Southwark. The whole of the ground floor will be used for childminding purposes together with the first floor bedrooms and bathroom for overnight care. There is a fully enclosed garden for outdoor play. The family has a cat and several exotic pets which children will not have access to.

The applicant is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register to care for six children under eight years old of whom three may be in the early years age group, and of these one may be under a year old.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from attending this childminding setting where the childminder demonstrates enthusiasm and commitment to providing a good quality service. Excellent attention to diversity and inclusion is reflected in the children who are particularly happy, engaged and well behaved. This further supports the childminder's aim to fully equip children with skills for their future. Children's safety is maintained well and secure policies and procedures are shared with the children's parents to ensure continuity of care. A clear ambition and regular evaluation of the service enables the childminder to maintain her good standards and any ongoing improvements deemed necessary.

What steps need to be taken to improve provision further?

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

- provide a clear child protection policy to further support children's safety
- provide a written risk assessment to ensure all areas of the property and garden are consistently checked to ensure there are no hazards

The effectiveness of leadership and management of the early years provision

Children's welfare is given priority and an excellent approach to providing for children's diversity and inclusion enables them to progress exceptionally well in all areas of their development. Children's safety is given good attention in a clean and well managed environment and because the childminder consistently supervises the children in her care. Although the childminder has a sensible approach to risk assessing the premises there is currently no record in place and this leaves some areas, notably the garden, not fully included. The childminder has a good understanding of what to do if she has any concerns about the children in her care

and has developed secure links within the local authority and NCMA so that she may share relevant information. There is no policy currently in place to reflect this area, however, and the childminder lacks confidence in recording procedures. Despite this well formulated policies and procedures for all other areas are securely in place and signed by children's parents.

Partnership with parents is a particular strength of the childminder and she works closely with all parents and other settings which the children attend in order to provide continuity of care. Information is regularly shared and parental consent gained where necessary. A clear settling in period enables the childminder time to get to know the children very well and this is followed through by regular exchanges of information and close relationships built up as a result.

Resources at the childminder's house are varied and well set out so that children can easily access their favourite toys and develop particularly good independence skills and confidence in their ability to make choices. The home has been made particularly child centred and reflects the childminder's enthusiasm to provide a good quality service for the children who attend. The childminder demonstrates a very good level of commitment in efforts to evaluate and continually improve upon the service she offers. Training is sought from the local authority and the childminder, who has an up-to-date first aid certificate is proactive in keeping abreast with requirements and initiatives in childcare.

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

Children present as happy and enthused whilst interacting with the childminder who is attentive and enthusiastic about what she does. They giggle with excitement as they roll and crawl on the carpet and develop a clear sense of belonging. Children feel safe, benefiting from regular cuddles and reassurance during their time here; this also helps them when getting to sleep. Excellent relationships are established between the childminder and children attending and behaviour is very good as a result. Good attention is given in particular to the different ages and interests of the children attending resulting in a family atmosphere where younger children look up to and are gently included in the older children's activities. Excellent planning means that children benefit from activities where they can choose toppings and bake their own pizzas and bread rolls and help to grow vegetables in the garden area. They actively choose from resources, practice physical skills on the trampoline and have time for quiet activities such as art and craft and reading each day.

Children enjoy and achieve because learning is seamlessly woven into everyday activities and experiences. The childminder gets to know the children very well. She carefully observes and charts the children's progress in each area so that she can plan for their next steps in learning and development. Babies, for example enjoy and benefit from exploring treasure baskets and sensory objects including activities where they reach for raisins in custard to support their physical, creative and nutritional needs. Those children who may have special educational needs and disabilities are welcomed into the childminder's home and a secure working

partnership with children's parents supports theirs and those who may have English as an additional language particularly well.

Children adopt healthy outlooks because the childminder encourages them to learn good habits such as hand washing and clear procedures, for example, for health and hygiene, nappy changing and medication practice ensure their good health is maintained. The children enjoy a healthy diet, often eating fresh fruits and vegetables and the childminder knows their dietary requirements. At times the children enjoy eating food which they help to prepare including bread and home made jam which gives them important life 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	1
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

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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	1

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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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