

Inspection report for early years provision

Unique reference number	EY394167
Inspection date	16/11/2009
Inspector	Pamela Bailey
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 2009. She lives with her partner and two year old daughter within the London Borough of Greenwich, close to public transport links. The whole of the childminder's home, with the exception of the front bedroom is used for minding. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding five children in this age group, all of whom attend on a part time basis. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a very secure knowledge and understanding of the Early years Foundation Stage and is highly effective in supporting children to achieve good outcomes. Children are making rapid progress in their learning and development. They enjoy their learning, achieve well and show that they are developing a very good understanding of how to keep themselves safe and healthy. Good quality checks ensure that children play and learn in a safe and secure environment. The childminder has started to identify some aspects of her provision that she intends to develop further. Her commitment and plans for the future are a sound basis to bring about continuous improvements and outcomes for children.

What steps need to be taken to improve provision further?

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

- improve partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care
- developed effective systems to ensure that the parents and children are meaningfully involved in the self evaluation process

The effectiveness of leadership and management of the early years provision

The childminder is extremely focused on helping children to make good progress in their learning and development and promoting their welfare. There is a strong emphasis on safeguarding. The childminder has attended safeguarding training and is fully aware of her responsibility to safeguard children's welfare and working with relevant agencies to protect children. She has clear comprehensive policies and procedures which are shared with the parents. The environment both indoors and outside is subject to thorough and rigorous risk assessments that ensure risks to children are minimised.

The childminder provides a very welcoming and exceptionally well equipped environment which is conducive to learning, safe and well cared for. There are positive images, welcoming signs, photographs of the children and their families and individually labelled shoe and bag storage for the children. This gives the children and their families a sense of belonging. The childminder makes very good use of routines, adult-led and child-led activities to provide consistently good outcomes for children. She strives to provide a service that is inclusive for all children and their families. Parents are well informed through a number of ways about the service she provides. For example, they receive copies of her policies, benefit from the sharing of daily diaries, informal discussions and a settling in report which keeps them informed about their child's achievements, progress and well-being. Parents comment that they have noticed the marked improvement in their children's learning and development. However, the childminder works less effectively in partnership with other providers delivering the Early Years Foundation Stage involved with children in her care. She has not yet introduced arrangements to discuss children's next steps in their learning in order to fully promote continuity and progression.

The childminder has a clear sense of purpose about what she wants to achieve. Self evaluation is effective in identifying the key strengths and how she intends to build on these, but not yet focussed on the most significant areas in need of improvement. She is motivated to improve her childminding practice through ongoing training and has applied for funding to enable her to purchase more multicultural resources and furniture for role play. She has invited parents to attend an open day in December to discuss their children's achievements and become more involved with the children's learning. However, she has not yet developed systems to ensure that the parents and children are meaningfully involved in the self evaluation process.

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

Children are making good progress towards the early learning goals and good progress in developing personal qualities that enable them to begin to take responsibility for small tasks and develop skills for the future. The childminder has a very secure knowledge and understanding of the Early years Foundation Stage and is highly effective in supporting children to achieve good outcomes. A systematic approach is used to make sensitive observations of the children as they learn through play. These observations and information obtained from parents about children's starting points are used to inform planning and the most effective way to support children as individuals to achieve their potential. As a result, children receive an enjoyable and challenging experience across the areas of learning.

Children are motivated and interested in a broad range of indoor and outdoor activities and take responsibility for choosing what they do. They are given support to participate in activities, first hand experiences and discussions, often making decisions about routines. This supports children to develop their independence, curiosity, imagination and concentration. Children are at ease when speaking in

familiar groups and able to express their thoughts and feelings through words and gestures. Everyday routines such as meal times, hand washing and activities are skilfully used to extend children's language. They have opportunities to develop their pre-reading and pre-writing skills through handling books, labels in the environment and mark making activities.

Children are becoming highly skilled in taking responsibility for their own safety and others. They are developing a very positive awareness and understanding of safety issues both inside and outside the home. Through good quality interaction and well organised routines, children learn about road safety, they take part in regular fire drills and are very well supported to carry out tasks such as tidying up, setting the tables at meal time and when using a range of tools and equipment. More confident children are beginning to show concern for others and will often help those who are less confident to climb up and down the grassed hill banks safely when playing outside.

Children are beginning to show an exceptional understanding of the importance of maintaining a healthy life style from an early age. They follow good personal hygiene routines and show excellent understanding of healthy eating, making healthy choices at snack and meal times. For example, from a selection of fresh fruits and often opting for a drink of water rather than fruit juice. The outdoor area is particularly well resourced and laid out. Children are developing a positive attitude towards being active. They have innovated opportunities to engage in a wide range of physical activities and are able to use the outdoors freely during play. They learn new skills such as playing tennis and use a range of push and pull or sit and ride equipment which helps to develop their coordination and balance. They show increasing levels of attention as they are supported to count from one to 10 and learn to negotiate roles as they play games such as hide and seek.

Children display a strong sense of belonging and security. The childminder has a loving and caring relationship with the children. They are able to share their concerns and are beginning to develop knowledge of what is expected of them, but sometimes need gentle reminders. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events, listen to music and stories from other cultures and have easy access to a good range of resources that reflect positive images of all aspects of society, such as books, dolls, puzzles, dressing up clothes and small world play people. This ensures that children learn to value aspects of their own lives and the diverse society we live in. Children are able to build and construct using a wide range of materials and equipment. They make objects such as aeroplanes and take part in a range of cooking experiences such as making their own play dough.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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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