

Inspection report for early years provision

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Inspection date	25/05/2010
Inspector	Jeannette Waring
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 husband their three children aged 19 months, five years and six years old. The childminder's sister is also a member of the household. They live in a two bedroom flat situated on the 19th floor of a tower block on a large housing estate in Woolwich. Access to the property is via a lift and there is also a staircase. Children use the living room as their play space and one of the bedrooms is used by children who need to rest. There is no direct access for outdoor play but the childminder uses a small playground which is close the block. Schools, pre-schools and parks are located close by and Woolwich town centre is within easy walking distance. The family have no pets.

The childminder is included on the Early Years Register and both parts of the Childcare Register. She may care for no more than three children under eight years, of whom two may be in the early years age group, only one of whom may be under two when minding alone. Both the childminder's husband and her sister work as her part-time assistants. When working with an assistant the childminder may care for three children under eight, only two in the early years age group, only one of whom may be under one year. The childminder is currently caring for two children in the early years age group. The childminder has an NVQ2 in Children's Care, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with warm and consistent care in a well organised home setting. She demonstrates a good understanding of the individual needs of the children in her care and this enables her to provide an inclusive environment where each child feels valued. Good partnerships with parents underpin her work with the children and she is also developing partnerships with other settings. She demonstrates a generally sound understanding of the requirements of the Early Years Foundation Stage. The childminder has only been caring for children for a short time but has begun to reflect on her practice and shows a strong commitment to making continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- develop the observation, assessment and planning system ensuring that assessments are clearly linked to the early learning goals so that any gaps in children's learning can be identified and bridged (Educational programmes) 28/07/2010

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

- ensure that children have good opportunities to explore and investigate elements of the natural world
- develop self-evaluation so that the process can be used to identify and address any gaps in provision or practice which will bring about improvements to outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder has ensured that all adults in the household and all proposed assistants have appropriate checks and are suitable. She has also requested a variation to her conditions to allow her to work with two assistants. The childminder has not ensured her documentation gives clarity regarding which children are minded children, family members or friends, nor with regard as to whether or not she works with an assistant. This does not ensure that during inspection she is able to demonstrate clearly whether her conditions of registration are being met.

Other arrangements to promote children's safety and well-being are good. The childminder has a clear safeguarding policy in place and demonstrates a good understanding of her responsibility to make a referral to Children's Services if she has a concern about a child in her care. Careful risk assessments have been carried out, both in the home and for outings, and a record of the risk assessments is maintained as required. All required records are in place, well organised and carefully maintained and clear policies and procedures underpin all aspects of the childminder's work with children and their families.

The childminder has made very good use of the available space to create an attractive, welcoming and accessible environment for children. A good range of toys and play resources are available and these are stored in good quality children's storage units so that children are able to see and access all of the available materials. This encourages children to develop their independence as they make choices and as they tidy away toys after using them.

The childminder has a positive approach to inclusion and attractive wall displays celebrate children's family backgrounds and home languages. Families are encouraged to share their celebrations and traditions with the setting, and children have access to a range of books and toys which reflect people from different cultural backgrounds. The childminder also ensures that she has good information about each child's needs and interests and these arrangements ensure that all children feel valued and welcome in her home.

The childminder is developing strong partnerships with parents who are given detailed information about the setting in a parent handbook. Wall displays show examples of children's art work and posters give parents information about activities and daily routines. The childminder completes a starting points document

with parents so that she has good information about each child's skills, abilities and interests. She then provides parents with a daily sheet headed 'Interesting things your child did today'. This ensures parents have up to date information on children's care and the progress they are making. The childminder is also beginning to forge links with other settings children attend but these are not yet so well established.

The childminder has only been caring for children for a short time but she has already begun to reflect on her practice. She demonstrates a strong commitment to on-going improvements and has already applied for a number of training modules provided by the local authority. She has also begun a self evaluation document which outlines what works well, as yet no priorities for improvement have been highlighted.

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

Children are settled and secure in the childminder's care. They have access to a good range of toys and the childminder plans and provides a mix of adult-led and child initiated activities for them. Because there is no garden the childminder makes sure that children have regular opportunities to use the playground located directly outside the flats, they also walk home from nursery each day. This ensures that children have good opportunities for physical play.

The childminder plans activities based on her emerging knowledge of children's needs and interests. Children have only been with her for a short time but she has already gathered some useful starting points based on discussions with parents and her own observations. There are documents in place to record children's progress and the childminder has made some hand written notes of her observations of children at play. However, these are not yet linked specifically to the early learning goals so that gaps in children's learning can be readily identified. The childminder works closely with parents to support all children including children with special educational needs or disabilities. She values children's cultural background and the languages spoken at home and this approach helps children to respect themselves and one another.

Children enjoy sitting in the cosy book corner browsing through the books and the childminder plans regular story times and trips to the library. Children's art work is displayed around the room and children have good opportunities for imaginative play using the role play equipment and small world toys. Puzzles and construction toys provide opportunities for children to develop their problem solving and reasoning skills and daily routines such as setting the table for lunch encourage children to set and sort objects. Children have access to a computer and the childminder has a range of educational games for children, enabling them to gain an understanding of everyday technology. However, there are few opportunities are provided to help children develop their knowledge of the natural world.

Children are very well behaved. The childminder has a behaviour management policy which is shared with parents and some positive house rules are displayed on

a poster. Children clearly know what is expected of them and follow simple rules without being reminded. For example, when children enter the setting they automatically remove their shoes and place them in the rack then go to wash their hands. The childminder praises children when they behave well and a star chart is used to reward good behaviour or kindness. This helps children to feel good about themselves. Children are learning to make choices and are able to concentrate and complete self-chosen tasks such as a jigsaw.

Children benefit from a range of healthy and well balanced meals and snacks and the childminder ensures that they have free access to fresh water throughout the day. Rigorous hygiene routines and clear policies relating to the care of sick children protect children from cross infection. Children are learning about the importance of good personal hygiene and developing good self-care skills as they dress and undress themselves and manage the toilet for themselves. They also recognise when they are tired as they say they want to sleep after lunch when they have had a busy morning at nursery. Children practise fire drills regularly so that they know how to keep safe in an emergency which is of particular importance given the location of the flat. They also learn how to be safe on the roads as the childminder talks to them about checking the roads when they are out in the community.

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	3
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

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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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