

Inspection report for early years provision

Unique reference number	EY401471
Inspection date	22/06/2010
Inspector	Pamela Patricia Paisley
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 was registered in 2009. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and two children age six and three, in Catford within the London borough of Lewisham. The whole premises except the main bedroom are used for childminding. There is a fully enclosed garden available for outdoor play. The family have a cat. The childminder is registered to care for a maximum of three children at any one time and not more than two children may be in the early years age group. She is currently minding one child in the early years age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder makes good use of her time and resources to support children's development. Children are happy and settled in a welcoming environment and making good progress in their learning and development given their capabilities and starting points. They are able to participate fully because activities are thoughtfully adapted to meet their individual needs. The childminder is strongly committed to inclusion and enthusiastic about undertaking relevant training to further improve the service she provides.

What steps need to be taken to improve provision further?

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

- devise and implement a procedure to be followed in the event of a child going missing (Safeguarding and welfare) 30/07/2010

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

- improve the range of resources that reflect positive images of culture, gender and disability.

The effectiveness of leadership and management of the early years provision

The childminder is able to safeguard children because she has a good understanding about child protection procedures. She has attended training and aware of the signs and symptoms of possible abuse and knows the appropriate procedures to follow should she have concerns about a child in her care. The childminder has begun to evaluate the service she provides and intends to go on relevant training courses to enhance her knowledge and skills. The childminder

carries out thorough risk assessments and assess potential risks to children. Procedures and practices are in place to minimise these at all times. Appropriate safety equipment is used according to the age and needs of the children attending. Well organised policies are used to promote the welfare and care of the children, although procedures to be followed in the event of a child going missing is not in place. There is a good partnership with parents. They have clear information about their children's progress through daily discussions with the childminder. She regularly asks parents for feedback and suggestions and provides flexible support to parents who have varying work patterns, ensuring that children are safe and secure. Parents have opportunities to contribute to their child's learning, for example by sharing the assessment and recording of their child's progress. The childminder has good links with other provision where children attend to ensure continuity of care and education. The childminder's home is child centred and organised creatively to provide a rich learning environment where children play and learn. They have independent access to good resources which meets their individual needs. Children are able to participate fully because activities are thoughtfully adapted to meet their needs. The childminder is strongly committed to inclusion and enthusiastic about undertaking relevant training to support children.

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

The childminder has a good understanding about the needs of the children in her care. She provides activities and experiences that are stimulating, fun, challenging and support children's development and overall learning. The childminder uses observations and assessments skilfully to plan for children's next steps of learning. Children are gaining good personal and social skills as they put on their own shoes and attempt to put on their coats before going on an outing. Children have good opportunities to socialise with other children at toddler groups and local parks. They are developing a growing confidence and often initiate their own activities. The childminder is able to communicate with children in their home language and uses books and discussions to help children learn about different cultures and beliefs, although they have limited access to play materials that reflect positive images. Children have good access to programmable toys such as an electronic keyboard, guitar and activity centres. Children are becoming very familiar with how to navigate around a compute. They use a mouse with great control and have access to websites such as CBBC to support their learning. Children are developing good problem solving skills as they complete puzzles and are learning number names as they sing songs and nursery rhymes.

The childminder promotes children's health and wellbeing by encouraging healthy eating. Meals are freshly prepared using fresh fruit and vegetables. She has clear procedures in place to protect children from cross infections which are shared with parents. Space within the childminder's home is organised effectively creating a child friendly environment which enables children to explore and take risks while being appropriately supervised. The childminder has clear procedures in place for emergency evacuation but children do not practise regular fire drills. Children are gaining good physical skills as they use paint brushes, crayons, pencils and

malleable materials such as play dough. They go on regular trips to local parks where they can use large play equipment to develop their large motor skills. Children have good access to books and enjoy listening to stories told by the childminder. Role play is thoroughly enjoyed by children. They delight in using a toy cooker with pots and pans and kitchen utensils as they pretend to cook. Children express themselves as they listen and dance to music, take part in arts and crafts activities and experiment with paint and chalk.

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

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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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