

Inspection report for early years provision

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Inspection date	22/10/2010
Inspector	ISP Inspection
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 has been registered since 2010. She lives with her husband and two children of school age. They live in a house in Thamesmead in the London Borough of Greenwich. Children have access to all of the ground floor and one bedroom and bathroom facilities on the first floor. A fully enclosed garden is available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years, of whom no more than one may be under one year. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are three children on roll aged from two to four years of age.

The childminder offers flexible childcare arrangements between the hours of 8am and 6pm, Monday to Friday. She collects children from three local schools. She also attends local childcare facilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in her welcoming, inclusive home. Good relationships with parents ensure that all children are included and their individual needs are met. They make good progress in their learning, given their age, ability and starting points. The childminder reflects on the service she provides and ensures that any areas for improvement are quickly identified and addressed.

What steps need to be taken to improve provision further?

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

- further promote inclusive practice by providing resources and experiences that reflect the cultural and language groups of the children attending
- extend information included in the safeguarding children policy, to clarify procedures to be followed in the event of any allegations
- further develop the systems so that parents and carers can make comment and contribute towards their children's learning and development

The effectiveness of leadership and management of the early years provision

The childminder effectively safeguards children's welfare. She has a clear understanding of her safeguarding role and responsibilities, and knows what steps to take if she has concerns about a child. She has a sensible approach to risk assessments and makes regular checks of her home and garden to ensure that children can play safely. All required documentation that promotes children's health, safety and wellbeing is in place, although the safeguarding policy lacks clarity. The childminder provides an enabling environment for the children ensuring effective use is made of space, time and resources that support children's learning and development. An example of this is where the living room enables children to enjoy quieter activities, whilst the kitchen/dining room are available for more interactive games and creative experiences. The child minder makes good use of local training opportunities, forms links with other childminders, as well as seeks feedback from parents and her network coordinator, to continually monitor and evaluate the provision. Actions taken lead to improved outcomes for children, such as updating of toys and equipment, and improvements to safety precautions since registration. The childminder works closely with parents. She ensures that she has all the necessary information about each child's backgrounds and needs so that equality and diversity is appropriately promoted. Parents have access to comprehensive information about the setting including relevant policies and procedures. They are kept informed on a day to day basis through verbal discussions, daily feedback sheets and through regular opportunities for parents to discuss their child's progress. However, the childminder is yet to fully develop systems so that parents and carers can make comments and formally contribute towards their children's learning and development. Nonetheless, she builds effective partnerships with the local schools that children attend, in order to enhance what they do elsewhere and adopt a consistent approach to their ongoing development.

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

Children settle well with the childminder and play in a well organised environment. They enjoy the activities and resources provided and the childminder gets to know them well as she interacts and communicates effectively with the children each day. Their learning and development is well supported and they demonstrate increasing independence and confidence. For instance, children enjoy choosing resources and talk freely about what it is they would like to do next. Children benefit from a flexible routine that includes an effective balance of child centred and adult led activities based on individual children's needs. Very good organisation of how the resources are used, planned visits to community groups and places of interest ensure all areas of learning are covered well. Children are well behaved and they are supported to develop a sense of self-worth, as they receive positive praise and recognition. This is complemented with wall displays showing a list of house rules, devised by the children in conjunction with the

childminder. This results in children learning to respect and take care of others needs. For instance, older children constantly include the younger ones by passing them toys and equipment to have a turn.

Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources, which promote a positive outlook of the wider world, although less resources reflect the cultural and language groups of the children attending to promote the importance of children valuing themselves. Sufficient effective support is given, which nurtures children's independence. An example of this is where children learn to take on responsibility with tasks, such as setting the table for tea and clearing away toys after playing. Their skills for the future are promoted well as they grow in confidence, are well supported in their learning and have regular access to information and communication technology, such as electronic keyboards. They have fun and nurture their problem solving skills as older children enjoy completing floor puzzles with support from the childminder while younger children enjoy shape sorting activities. The childminder effectively extends children's learning as they discuss the colours of the shapes and the numbers displayed on each puzzle. Children's knowledge of the natural world is nurtured as they go for walks and collect leaves to make collage displays for their autumn theme. A wide range of creative experiences including painting, exploring corn flour and participating in musical activities are provided. These nurture children's self-expression and sensory experiences whilst having fun. The childminder takes into account children's interests and capabilities when planning activities. She has developed individual books, which include photographs, examples of children's work and written observations. These are linked to the areas of learning and identify next steps for learning.

Children are cared for in a clean and well kept home where they have sufficient space to play. Ample opportunities are provided for children to develop their large physical skills. These include accessing a wide range of resources both indoors and outdoors as well as using the more challenging equipment when they go to children's play centres and parks. The childminder is sensitive to children's individual needs and ensures they have the opportunity to rest and sleep in-line with their home routines. Their diet and nutritional needs are well ensured as the childminder has a good understanding of healthy eating. A choice of nutritious snacks and freshly home cooked meals are provided, with drinking water available at all times, promoting healthy lifestyles. The childminder holds a current first aid certificate and keeps a well stocked first aid box, which ensures that any accidents can be dealt with immediately. Children do not attend if they are sick which enables the childminder to protect others from illness. Good hygiene procedures for washing hands, changing nappies as well as children having their own face flannels, protects the children from cross-contamination. Children feel safe in the setting because the childminder offers warmth and security, along with consistent and familiar routines. They are also learning the importance of keeping themselves safe through routine activities such as the use of the green cross code when out walking and they practise the evacuation procedure on a regular basis. This positively contributes to children developing a sense of danger and how to keep themselves safe. All the required procedures and documents are in place to ensure children's welfare is safeguarded and promoted.

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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