

Inspection report for early years provision

Unique reference number	EY411628
Inspection date	25/01/2011
Inspector	Claire Douglas
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 registered in 2010. She lives with her husband and four daughters, two are adults, one is twelve and one is seven years. They live in a three bedroom first floor flat, close to The Old Kent Road in South East London. They are situated close to shops, parks schools and local transport links. The main area of the property used for childminding purposes is the lounge/dining room. The upstairs is used for bathroom and toilet facilities. The childminder's flat is accessed via a flight of stairs.

The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than three may be in the early years age range and she is currently minding two children in this age group. She also offers care to children aged five to 11 years. There are four children on roll. The childminder is registered by Ofsted on the voluntary and compulsory parts of the childcare register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder has formed links with other Early years settings, such as the local infants school. The childminder is from Sierra Leone and speaks Creole and Temne as well as English. She is qualified in childcare and has experience of nursery work. She receives support from the local authority through an early years development worker.

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 warm, inclusive home and are welcomed as part of the family. Good relationships with parents ensure that the childminder knows children well and provides the care and support they need. The childminder has begun to reflect on the service she provides, ensuring that priorities for development are identified and acted on, resulting in a provision that is responsive to the needs of the children she cares for and their families.

What steps need to be taken to improve provision further?

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

- develop the systems for using information from observations of children's progress, to help move them onto the next stage of their development and improve the link between the next steps identified for children and weekly activity plans
- develop and extend the systems in place for recording emergency evacuations of the premises, detailing any problems encountered and how

they were resolved

The effectiveness of leadership and management of the early years provision

The childminder has a very clear understanding of her responsibilities towards the children in her care and effectively safeguards their welfare. She knows what steps to take if she has concerns about a child and has completed child protection training. She keeps all of the required records that promote children's health, safety and well-being. Risk assessments ensure that children are safe in the home and when out and about.

The childminder has dedicated her lounge/dining room to her childminding service and provides children with free access to a variety of quality resources and play materials that support their play and learning.

The childminder works closely with parents to ensure she has a thorough understanding of each child's backgrounds and needs, starting with an 'all about me' form so that equality and diversity is successfully promoted. Parents are warmly welcomed into the home. They are kept well informed through daily discussions, written feedback and having access to a range of written policies and procedures. Parents were unable to leave written feedback for this inspection; however, the childminder reiterated that they had said they are 'totally happy, especially pleased that their child beams with delight as he/she enters the provision and does not want to leave at the end of the day' The childminder builds effective partnerships with other professionals where appropriate; for instance, when attending the local child minding group, Infants school and toddler group. The childminder values local training opportunities. She endeavours to attend relevant courses to refresh her knowledge and skills and assist in evaluating her practice. The childminder has begun to evaluate her service documenting her strengths and weaknesses and providing an additional focus for improvement. Recent actions taken to improve the service have led to improved outcomes for children, for instance, adding to her resources has created further opportunities for young children to develop their physical development and muscle tone.

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

Children are very happy, settled and at home in the childminder's care. They show a strong sense of belonging as they independently select age appropriate toys and resources, moving confidently around the child centred room. They learn to keep themselves safe. The childminder encourages them to learn about road safety telling them to always 'wait for the green man' when they are out and about and reminding them to 'sit still' at the table when using scissors. Clear fire safety precautions are in place and children learn about evacuation procedures through discussion, however, they do not currently take part in regular practices to ensure they can act quickly in an emergency. Children adopt good hygiene routines, washing their hands straight away when they come in from outside and before eating. They benefit from well-balanced home cooked meals and snacks that meet

their nutritional needs. They learn about foods that are good for you, when the childminder discusses the importance of eating their five fruits or vegetables a day. Children enjoy daily regular exercise as part of a healthy lifestyle, climbing on equipment in the local toddler group or running and jumping in the local park. Children take part in a wide variety of activities and experiences that support their learning and development, both at the childminders home and at the range of play centres they attend regularly. They develop excellent relationships with the childminder and respond well to her warm and caring approach.

Activities are well matched to children's interests and abilities. The childminder has started to make observations of children's achievements, plan future learning experiences and ensure activities consistently build on children's existing knowledge and skills; however, the system used does not clearly show the link between the next steps identified for children and weekly activity plans. Children are keen to communicate. Younger children benefit from the childminder's overwhelming enthusiasm and encouragement, as they learn new words through sharing books together or sing and dance along to happy songs and rhymes. Children learn about space and measure, as they observe in amazement the shiny sequins falling from the top of the home made heuristic bottle to the bottom. Problem solving and numeracy skills are developed through play, as the childminder encourages young children to 'find the hidden toy' she has placed under a beaker, or older children to find the missing number on a number line. They find out about the world around them. The childminder points out areas of interest when out and about; for example, the fire engines that are at the end of her road or boats that are passing along the river when visiting Tower Bridge.

The childminder makes the most of diversity to help children understand the society they live in. They have free access to a range of resources that reflect positive images of a multicultural society; for example, play people that reflect disability, large multicultural puppets and a wonderful range of books showing positive images of diversity. Children are encouraged to develop skills for the future. They serve themselves their portions of food and learn how to pour water from the jug into their cups. Children have ample opportunities to express their imaginations, choosing whether to create a masterpiece at the easel or change into another character with an outfit from the dressing up box. They are well occupied and stimulated throughout the day and thoroughly enjoy their time with the childminder.

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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