

Inspection report for early years provision

Unique reference number	EY412066
Inspection date	06/04/2011
Inspector	Marcia Robinson
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 2010. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The Childminder is registered for a maximum of five children under eight years of whom three maybe in the early years age group at any one time. There are currently four children on roll in the early years age group who attend various days and times of the week. The childminder lives with her husband and four year old daughter in the Woolwich area of the London Borough of Greenwich, close to shops, parks, schools and public transport links. The whole of the ground floor, including access to one bedroom and bathroom facilities on the first floor is used for childminding. A fully enclosed garden is available for outside play. The childminder is a member of the National Childminding Association(NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and thriving, because they are cared for in a safe and secure environment, where they are valued. Overall, the childminder safeguards the children well and helps them feel comfortable whilst they attend the setting. She promotes children's welfare and learning successfully, helping children to make good progress, although a few aspects require minor improvements. Warm, positive and trusting relationships enable children to feel safe and secure. Although systems of self-evaluation are still in their infancy, the childminder demonstrates a commitment to ongoing improvement. For instance, since registration she has attended the required and additional training, and established good links with her childminding mentor.

What steps need to be taken to improve provision further?

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

- strengthen systems for observation and assessment by formally gathering information from parents about children's starting points, making sure next steps identified for children are clearly followed up and reviewed and involving parents as part of the ongoing observation and assessment process
- further develop a confident up-to-date understanding of safeguarding children issues in line with the Local Safeguarding Children Board Procedures (LSCB)
- further promote children's understanding of diversity through activities and discussions that encourage children to talk about, value and develop more of an understanding of their own cultures and backgrounds and ensure the range of resources reflect all aspects of the backgrounds of the individual children at the setting

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded overall. The childminder understands her role and responsibility for protecting children and is clear about the signs and symptoms of abuse and the action to take if she has concerns about a child. She implements secure policies and procedures and has all relevant information for reporting and recording any concerns. Although the childminder has an up-to-date copy of the local authority safeguarding and protecting children handbook, she is not always fully confident about all the procedures to follow. Good risk assessments for the home, garden and outings, along with a good range of appropriate safety equipment, such as stair gates, ensure that children play in a safe and secure environment. Additional safety procedures have been identified, such as applying safety film to the glass fronted television cabinet and seeking written parental consent for children to be in contact with the pet hamster. This ensures the childminder gives priority to eliminating all potential risks to children's welfare and safety. All fire fighting equipment is in place and regular fire drill practices ensures children are learning to take responsibility for their own safety. Children are further safeguarded because all adults living on the premises have been appropriately vetted and visitors to the home are required to sign the visitors book. Children's health and welfare are promoted well including well maintained accident and medication records as well as the childminder who holds an up-to-date first aid certificate. All documentation required to promote the effective management of the setting is in place and organised effectively to promote confidentiality.

The home environment is warm and welcoming. The childminder makes good use of the available space so that children play comfortably and benefit from easy access to a wide variety of good quality resources that support their learning and meet their needs. Trips in the community to places such as drop-in centres, library and parks ensure that the childminder makes best use of the local amenities and resources. She provides a service that is accessible to all within the community and she is committed to ensuring all children feel included and valued. Time and commitment is taken to form strong partnerships with parents; this ensures a good two-way flow of communication through daily discussion and the use of written records. Parents are further updated through regular review meetings where the childminder is sharing plans and observations of their children's progress and achievements. She also makes initial observations of the children's interests and starting points during the induction period although there are missed opportunities to fully see the progress the children are making. This is because the childminder has not sought information from parents about their child's development so far or encouraged parents to contribute to the ongoing observation and assessment process, thus enabling children's care and learning to be a more shared process. Parents are however, kept well informed through a range of policies and procedures, a daily diary and through parental feedback such as complimentary letters that highlight how happy they are with the care their children receive. The childminder makes use of information received from the range of training attended, feedback from parents, links with other childminders and support from

her development worker to monitor and evaluate the care she provides and prioritise developments for the future. Actions taken are appropriately targeted to lead to improved outcomes for children, such as the refurbishment to the outdoor play area to support the development of children's physical skills and active learning experiences. The childminder also works in partnership with others who provide care for children, for example, she passes on messages to parents and gathers information about planned topics from the local school. She uses this information to build on children's learning in the home to ensure continuity in children's care and learning.

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

The childminder has a good understanding of the Early Years Foundation Stage and has attended relevant training to further her knowledge and understanding. The wide range of resources ensures that each of the areas of learning is covered well. The toys are stored at the children's height to promote free choice and independence. The childminder rotates these to inspire participation. She has a weekly plan in place, which is then added to in response to children's interests. The children currently attending have been with the childminder for a relatively short period of time, but despite this the childminder knows them well and plans activities around their interests and capabilities. She has made a good start in terms of actual observations for individual children, including photographic evidence of the children's attainments which ensures parents and carers enjoy clear, visual images of their children's experiences. Observations and assessments have been analysed to generally identify 'what next' for the individual child, although these are not always clearly followed up and reviewed in order to track progress towards the early learning goals. Children benefit from a flexible routine, including a balance of child-centred and adult-led activities, promoted through both indoor and outdoor activities. Children clearly enjoy their time at the setting and are encouraged to form good relationships with each other, as a result, this builds their confidence and self-esteem. Considering their ages and stages of development they are generally well behaved. They all respond well to the daily routine, for example, toddlers fetch their favourite stool to sit on whilst eating their snack. They have good opportunities for creative and exploratory play with the childminder sometimes at her home and more often at playgroups and children's centres. These activities include painting, sticking, model-making and exploring the properties of a range of media such as sand and water play. Children also enjoy access to a range of creative materials within the home including paper, crayons and pencils to support their literacy skills. Musical instruments are available and younger children enjoy initiating their own play and rhythm using drums and a selection of interactive resources. Toddlers in particular are keen to respond to the sounds and instructions of these interactive toys and feel proud when the childminder praises them for their efforts and achievements. These experiences, provide children with good skills for the future, by having access to a good amount of programmable resources, which promotes early information technology skills. Children's communication skills are fostered well through various activities, including songs and rhymes as well as regular visits to the local library to choose

and look at a range of books including access to story sacks and free access to a book box corner at the bottom of the stairs. This results in good interactions between themselves and the childminder who constantly talks to them throughout their play and makes time to read stories to children as part of their daily routines. Children are developing a positive attitude towards other cultures, traditions and the wider world as they participate in the celebration of different community festivals such as Eid and Chinese New Year. There is a good range of play materials such as books and play figures, which helps to support children's understanding of similarities and differences. Through the inspection process however, the childminder acknowledges the need to ensure this aspect of her provision is under constant review to ensure children's own cultures and backgrounds are fully reflected in the range of activities and play materials available. Effective use is made of the local area giving children a breadth of opportunities. An example of this is where they visit various children's facilities such as soft play centres where both younger and older children eagerly practise new skills and develop their physical abilities. Consequently, children attending this setting demonstrate they are happy, well occupied and stimulated throughout the day and enjoy their time with the childminder.

Children are welcomed into very clean and well-kept premises where they have ample space to play. Their care needs are met well particularly as they are able to eat and sleep according to their home routines and individual needs. Babies and toddlers are well supported with lots of cuddles from the childminder who knows their individual needs well and responds very quickly to them when they are tired or need changing. Children show they feel safe as they make choices and readily approach the childminder if they need help or a cuddle. They are developing a good awareness of the need to stay safe and even the youngest babies are given explanations for instance, in respect of the care of the family pet. They are safeguarded well as the childminder's home is secure at all times. This is supplemented with effective procedures for adults collecting children. They are kept safe on outings due to the use of appropriate equipment and effective risk assessments in place. The childminder walks with the children as much as possible, collecting children from school, and to the various places they visit. During this time babies are strapped in the buggy so they too benefit from fresh air that promotes their good health. Children play outside every day, either at local drop in groups, in the garden or by visiting the local parks, where they are able to practise their physical skills using a range of equipment such as slides and climbing frames. This further promotes children's understanding of a healthy lifestyle and provides good opportunities for them to learn about road safety. Children acquire healthy hygiene habits because the childminder introduces them to good routines in their personal hygiene which is encouraged from a very early age. Children's dietary needs are discussed and regularly reviewed with parents. Children enjoy fruit snacks, freshly home cooked meals and they have easy access to fresh drinking water throughout the day so they remain hydrated. Children do not attend if they are sick, which enables the childminder to protect others from illness. All relevant documentation with regard to health, including specific dietary needs and consent forms, is in place and up-to-date. This positively safeguards children's well-being.

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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