

## Inspection report for early years provision

---

|                                |                     |
|--------------------------------|---------------------|
| <b>Unique reference number</b> | EY430312            |
| <b>Inspection date</b>         | 24/01/2012          |
| <b>Inspector</b>               | Josephine Geoghegan |
| <b>Type of setting</b>         | Childminder         |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 has been registered since 2011. She lives with her husband and their two children, one of whom is in the early years age range. They live in the Plumstead Common area, in the London borough of Greenwich. Children have access to all areas of the home, except the balcony. The home is on the fourth floor and is accessible via a lift or stairs. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight; of these, not more than two may be in the early years age range. The childminder is currently caring for five children, of whom; two are in the early years age group. Children attend for a variety of sessions. The childminder holds a level 2 qualification in childcare and education. The family pets include one tank of goldfish.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has made a good start to her childminding service and shows a strong capacity to maintain continuous improvement. She has attended relevant training courses and is developing methods of self-evaluation. However, this process is in its infancy. The childminder implements a good range of policies and procedures that support the management of her service, helping to safeguard children and promote their welfare. Overall, good systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively. The childminder successfully engages children in a broad range of activities and outings that promote all areas of learning. She has established good relationships with children within a short space of time. As a result, they are happy and settled in the childminder's care.

## **What steps need to be taken to improve provision further?**

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

- gain further understanding of self-evaluation in order to confidently identify aspects of the childminding service that are done well, and those aspects that might be improved, so as to promote good outcomes for children.

## **The effectiveness of leadership and management of the early years provision**

Good systems are in place to help safeguard children and protect them from harm. The childminder has devised safeguarding policies and procedures and has attended relevant training. This ensures that she is able to take prompt action if

she has any concerns regarding children's welfare. The childminder also ensures that children's welfare is safeguarded through the appropriate use of all required documentation. The childminder shows high regard to promoting children's safety as she completes thorough risk assessments of the home and prior to outings. In addition, she completes safety checks on her home and regular evacuation drills; this enables children to become familiar with the procedures to follow in an emergency. The childminder shows a strong commitment to driving improvement. For example, she has explored a variety of methods of assessing children's progress and has now established a method that she is happy with. In addition, she has identified areas of her service that she plans to improve. She is developing systems of evaluating all aspects of her service. However, these systems are in their infancy.

The childminder has established good links with other educational settings that children attend, promoting effective partnerships. She uses information from the school curriculum themes to ensure that she offers activities that further enhance children's learning. Engagement with parents is strong as the childminder keeps parents well informed about their children's progress. She makes time to discuss all events of the day when children are collected and makes records in a home contact book. The childminder ensures that all documentation is shared with parents. She also seeks parents' views through the use of questionnaires. Parents report that their children have settled very quickly into the childminder's care and that they feel comfortable and safe.

The childminder actively promotes children's awareness of cultures and beliefs through well planned activities and outings that relate to a variety of cultural festivals. As a result, children enthusiastically talk about their experiences relating to the Chinese New Year celebrations and their outing to the Chinese food store for example. They have also created a display of their drawings and interesting artefacts relating to the celebrations. Children also use a good range of toys and books that show positive images of people in the community. The childminder shows an awareness of children's individual needs and works closely with parents to ensure their needs are catered for appropriately. Deployment of resources is effective as the childminder ensures that good use is made of the time when children attend. She plans a broad range of activities that support children's individual learning needs. The home is well organised, enabling children to freely access resources that promote all areas of learning.

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

Children benefit from a clean, bright and well maintained learning environment. All toys and books are well organised at a low-level with written labels and pictures, enabling children to make choices and follow their own interests during play. All resources are of good quality and are suitable for the age and stage of development of the children attending. The childminder has made a good start in developing methods of assessing children's progress. She makes observations which are clearly linked to the expectations of the early learning goals. She then

uses this information to plan the daily activities and outings. In addition, the childminder plans adult-led activities and outings around a theme, providing a focus and interest to promote children's learning. Children are offered a good balance of learning opportunities as the childminder ensures they have time for free-play, adult-led activities and outings in the local community and to places of interest. Children are supported well during play as the childminder is enthusiastic and encourages them to explore and become engrossed in play. The childminder skilfully interacts with children and extends their learning through good use of challenging questions that make them think.

Children adopt healthy lifestyles as they learn about foods that are good for them while preparing meals and snacks with the childminder. They make healthy choices of foods that they like to eat and try new foods during cooking activities, including foods relating to cultural festivals for example. Children also gain awareness of their bodies through physical exercise while playing in the park and the ball pool; this enables them to develop their physical control. High regard is given to promoting good hygiene practice. For example, the childminder takes positive steps to help stop the spread of infection during mealtime and toileting routines. Children develop good self-care skills and show an awareness of good hygiene habits. Good systems are in place to ensure any accidents or illnesses are dealt with appropriately as the childminder holds a current first aid certificate and keeps appropriate records.

Children are supported well in learning about expectations of their behaviour as the childminder sets clear boundaries. She encourages children to develop their sense of responsibility and make a positive contribution to their learning environment. For example, they all help to tidy away toys after use and help with the mealtime routines. Children freely approach the childminder and enjoy lots of praise for their efforts and achievements. They benefit from hugs and cuddles, helping them feel safe and secure in the childminder's care.

Children are able to develop their skills for the future. The childminder ensures that they engage in a broad range of activities and outings that promote all areas of learning. Children imitate adults as they play imaginatively with play-food and dolls. They show an awareness of numbers as they talk about the money while using the electronic till. Children's language skills are enhanced as the childminder talks to them about what they are doing and the activities that they enjoy. As a result, children use language effectively to express their views. Children attend a variety of local groups and the Children's Centre on a regular basis, enabling them to socialise with other children and learn about their community. They learn about nature and living things while on outings to the park and while playing with large toy insects for example. Their enjoyment of books is enhanced as they listen well to stories read by the childminder. They develop their free creative expression while participating in creative activities and using paint, collage and drawing materials. Children have good opportunities to learn about technology through use of electronic toys and programmable games. They develop their problem solving skills while using a variety of puzzles and construction sets. Children are making good progress; they are interested in learning and freely explore while they engage in play.

## 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

|                                                                                                   |     |
|---------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---------------------------------------------------------------------------------------------------|-----|

|                                                                                                  |     |
|--------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--------------------------------------------------------------------------------------------------|-----|