

Inspection report for early years provision

Unique reference number	EY101103
Inspection date	14/11/2011
Inspector	Elizabeth Mackey
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 2002. She lives with her husband, adult son and her son aged 15 years. They live in a four bedroom town house in the London borough of Southwark. The whole of the first floor, which has a playroom, sitting room and bathroom, and the ground floor are used for childminding purposes. There is a fully enclosed garden for outdoor play.

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 a maximum of six children under eight years, of these, not more than three may be in the early years age group at any one time. She is currently caring for six children of which three are in the early years age group. The childminder also cares for children who are over eight years. 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.

The childminder promotes all aspects of children's welfare and development very well. Children are safe and their well-being and individuality are significantly nurtured in the welcoming, inclusive setting. Good relationships with parents ensure that all children are included and their individual needs are extremely well met. The childminder's procedures for the safe and efficient management of the provision are established and shared with parents. Children make good progress in their learning, given their age, ability and starting points, and systems for assessment are generally good. The childminder successfully uses tools for self-assessment to continually develop her service and improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- expand the assessments of children's progress, by highlighting next steps for children to work towards in each of the six areas of learning and link these to the early learning goals
- improve the system for assessment and increase the opportunities for parents to contribute to their children's learning journey.

The effectiveness of leadership and management of the early years provision

The childminder is confident in the procedures she would follow in the event of any safeguarding concern and she has attended safeguarding training to update her knowledge. She produces policies and procedures, for example, safeguarding and emergency procedures, which she shares with parents. This means they know about her role and responsibilities to promote children's welfare and development. The childminder implements these procedures effectively to underpin her good practice. The children use the ground and first floor of the home, which are very well organised. Children are able to choose to play in different areas and access a very good range of resources and activities. A risk assessment is completed for the premises and for outings and the childminder reviews them on a regular basis. The systems in place to promote children's safety are good. The childminder generally does not permit visitors to her setting and she maintains a record of any essential visitors, as part of her security measures. The childminder promotes children's understanding of their own safety, exceptionally well. Children practise fire drills, road safety and there are visual reminders in the setting, for example instructions of how to summon emergency help. The childminder updates her knowledge through attending relevant training and she holds an up-to-date first aid qualification.

The childminder is very enthusiastic in her work. She plans carefully to meet the individual needs and interest of each child. She has a good understanding of how to promote their development. Children demonstrate a strong sense of belonging and they respond well to the positive behaviour management strategies in place. The childminder encourages the children to make their own choices and older children are involved in helping to maintain the resources in a good condition. The childminder is pro-active in her excellent approach to inclusion and she obtains information through research and training to ensure she is skilled to meet children's specific needs. Children are valued, respected and engage in an extensive range of activities that help them to learn about the many different cultures in our society. An excellent range of multicultural resources and experiences supports their learning and development.

The childminder maintains good relationships with parents and she demonstrates a commitment to working in partnership with them. Parents are included in many aspects of the setting, for example, all parents attended the recent celebration of Eid at the childminder's home. Parents report they are happy with the care and education the childminder provides. One parent comments, the childminder has 'created an environment where children learn and have fun, as well as develop wonderful relationships with each other'. Many of the children have attended the setting for several years. The childminder also works closely with other settings the children attend, for example, the local primary school. This promotes consistency of care and learning. There are effective communication systems in place, for example informative displays of planning, and photographs which help to keep parents up to date. Children's development is discussed regularly and the childminder maintains a record of their progress. However, there is not a system for parents to contribute to the development records. The childminder's

commitment to ensuring the setting is interesting, stimulating and inclusive is evident throughout. She undertakes self-assessment and works with the local early years advisor to continue to raise her standards, to improve the outcomes for children.

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

Children are very settled and they make good progress in all areas of their learning and development. Opportunities for children to make a positive contribution are exceptional. Children engage in decision making, which helps them to develop confidence and successfully manage challenge. Children are valued and respected and they are encouraged to have respect for one another; as a result, they develop positive relationships. Children demonstrate a good sense of belonging in the setting. The visually stimulating environment which proudly displays children's photographs and artwork enhances this. All children have individual space within the setting, for example, a place to store their personal belongings and a place to hang their own towels. Children enjoy a good range of resources which promotes their understanding of different cultural backgrounds and disabilities. They celebrate festivals, for example, they recently celebrated Eid where they learnt about the meaning of the festival and how it is celebrated. There is a lovely display on the wall of the children's project on Black History Month. Children access a wide range of quality books. In addition to the childminder reading stories, space is organised for children to sit comfortably and quietly to enjoy a book by themselves.

Activity plans follow children's age, ability and interest. Beautiful photographs which accompany written observations provide a lovely account of the children's progress. They provide a focus for identifying the next steps in children's development. Identified next steps do not always clearly link to the early learning goals, which limit the system for assessment. The setting is child-centred, welcoming and well equipped. Children enjoy a lovely relationship with the childminder and they show they feel secure in her care. The successful partnership the childminder has with parents, impacts positively on children's well-being. Children experience interesting outings to many different places, including playgroups, parks and museums. Children practise highly effective hygiene routines and they follow the pictorial prompts above the sink. Children learn about healthy eating through discussion and being involved in cooking activities. Children enjoy a healthy cooked lunch, for example, fresh salmon, broccoli and rice. They routinely take their empty plates to the kitchen after lunch and then collect their toothbrush from their bag and brush their teeth. Children learn how to keep themselves safe through a variety of themed activities including road safety and fire safety.

The inclusion of children is a priority in the setting and activities promote positive relationships between the children. Children enjoy a wide range of craft activities including painting and model making. Children arriving for the afternoon session notice the activities the children have been doing in the morning. They eagerly put

on their apron, ready to have their turn. Children show extremely good use of their hands as they squeeze the paint from the bottle and use the paintbrush to paint the leaves, which they collected on their way to the setting. Children also use a good range of age-appropriate information and communication technology, such as a digital camera, computer and battery operated toys. As a result, children are developing good skills for the future.

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	1
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	1
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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