

Inspection report for early years provision

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Inspection date	22/02/2011
Inspector	Gillian Cubitt
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2003. She lives with her three children, one of pre-school age and two of school age, in the London Borough of Southwark, close to shops, parks, schools and public transport links. The childminder's home is a purpose-built maisonette on the first floor with no lift access. All the rooms of childminder's home are used for childminding, including one bedroom for sleeping purposes.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. The childminder is registered to provide overnight care for one child. She may also offer care to children aged over five years to 11 years.

The childminder holds a relevant early years qualification. She collects children from the local school and visits toddler groups, libraries and parks. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely knowledgeable about the Early Years Foundation Stage and ensures that all children receive exciting and stimulating learning opportunities within her home environment. Resources are of high quality and greatly contribute to children's outstanding progress in all areas of learning. The childminder nurtures their individuality and diverse needs particularly well, which enables her to meet their needs unreservedly. The childminder provides a highly organised, safe and secure environment where risk assessments are thorough. The childminder's meticulous methods of self-evaluation show her passion for her work in childcare and her conscientious commitment to continuous improvement in her home environment and practice. Her highly successful partnerships with parents and her professional support systems with other agencies further enhance outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- making use of the outdoor spaces to give children further opportunities to investigate the natural world, for example, by providing chimes, windmills

and bubbles to investigate the effects of wind.

The effectiveness of leadership and management of the early years provision

The childminder's underpins her thorough understanding of her professional role to safeguard children with comprehensive policies which are shared with parents. Her advanced training in safeguarding means that her knowledge is up to date and she is able to appropriately action any concerns regarding children's welfare. All adults in her home undergo suitability checks and the childminder thoroughly checks identities of all visitors and asks them to sign their presence on arrival. The childminder's home is very safe and secure, with checks through daily risk assessments. Safety equipment is installed and checked by outside agencies which verifies their effectiveness. Risk assessments for outings are completed for each occasion and cover all eventualities, including teaching children road traffic awareness.

The childminder organises her day and deploys her resources most effectively to ensure children have maximum playtime, while acknowledging their need to enjoy meals and to rest. The childminder's variety and quality of toys and resources are a particular strength of her service. They are all immaculately maintained, of exceptional quality and many resources are natural, homemade and attractively displayed in children's 'treasure baskets'. Many toys also reflect diversity of cultures which adds to children's appreciation of differences in others. The childminder's positive approach to equality and diversity is central to her service, which she applies effectively to understand the children's needs. For example, the childminder obtains information about children's home backgrounds, their likes and dislikes as well as what they are able to do. In this way, the childminder develops a personalised programme, in partnership with parents and others that matches children's stage of development and learning. The childminder is proactive in seeking advice and guidance from other agencies to support individual children's progress. Her understanding of the frameworks and support systems for children with special educational needs and/or disabilities means that each child receives excellent support. The childminder's commitment also includes accompanying children to specialised sessions to support their needs. Parents enthuse about the childminder's commitment to their children and say "she is brilliant" and "a golden find of a childminder". Parents particularly refer to the successful methods of keeping them fully informed on all aspects of their children's care and progress. The attractive diaries provide in depth detail. These are an effective vehicle for both childminder and parents to share ideas. They are given to parents as a keepsake to treasure after children leave the childminder and move on to their next setting or school.

Since the last inspection, the childminder has made considerable progress in developing her service. This is achieved through critical self-evaluation of her practice and listening to advisors. The childminder is passionate about accessing relevant and new childcare initiatives and uses research to enrich the service she provides. All this is clearly documented as an ongoing process.

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

Children make excellent progress in a comfortable home environment. The childminder's expert knowledge of how children learn engages each child in rich learning experiences. The effective balance of free play and adult interaction ensures children are totally engrossed while having fun. The childminder has clear and extremely well-presented systems for recording and monitoring progress through spontaneous and planned observations. These identify children's next steps and inform individual plans to support each child. Alongside this, children respond particularly well because of the ability, enthusiasm and sensitivity of the childminder. Consequently, children thoroughly enjoy their play experiences which foster their natural curiosity and stimulate their imaginations, while constantly challenging their thinking. This also helps children develop a range of skills and significantly impacts on their outstanding learning and progress.

Children's communication skills are extremely well promoted. Interesting activities linked with exploring sounds captivates children's attention. They respond to the beautifully presented home made shakers, which are filled with an assortment of materials such as bells, coloured rice and beans. Children begin to recognise the soft and loud tones. They show delight when the childminder sings nursery rhymes, totally engaging the children through the lively inflection of her voice. Children also gravitate to the inviting range of colourful books in a comfortable area of the room. They often cuddle up with the childminder as they look at pictures and listen to stories that reflect their world and the cultures of others. Creative resources in treasure baskets promote problem solving and reasoning during spontaneous play. They discover how to fill and empty containers and show how they resolve problems when they find hidden objects. Opportunities for children to explore the natural environment are available, although outside spaces are not fully explored to introduce children to investigate the effects of the wind. Children delight in feeling the different textures and recognising different patterns they create using a wealth of resources and materials.

Children learn about safety as the childminder regularly reminds them about safe play and provides appropriate explanations. Babies and toddlers especially show a strong sense of security with the childminder. They respond to her gentle yet enthusiastic approach making them relaxed, feeling completely confident to explore and play in the childminder's home. Children behave exceedingly well, which is attributable to the childminder's consistent approach to managing behaviour. For example, she reminds older children about behaviour expectations by displaying these in an attractive form, both in writing and pictures. These methods are adapted to children's ages and understanding. The childminder's consistency in her practice ensure all children are involved and eager to contribute to the harmony of the play environment. They learn how to keep themselves safe at home by listening to the childminder's guidance about running and playing gently. Everyday routines instil the importance of safety in very young children when on outings for example, securing themselves whilst travelling in the car or buggy. For older children, the 'Green Cross Code' helps them to learn about safety

in a fun and meaningful way. All this constantly reinforces children's safety awareness.

Children show an exceptional understanding of the importance of following personal hygiene routines. Each child makes careful use of their personal care basket. They know to clean their hands and face prior to eating, which encourages highly effective personal hygiene habits and makes them feel fresh. Babies and toddlers thoroughly enjoy their tasty fruit snacks and home cooked meals, while older children talk about how vegetables grow and use this knowledge in a practical way by planting seeds. Children go out every day to parks and centres where they are able to challenge their physical skills as they enjoy the fresh air. The childminder introduces children to a very broad range of social and play activities through attending groups and going on trips into the local and wider community. Through this, she lays an excellent foundation for each child to learn about everyday life in their diverse community, which prepares them well for their future care and learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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