

Inspection report for early years provision

Unique reference number	EY240498
Inspection date	09/05/2011
Inspector	Josephine Geoghegan
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 has been registered since 2003 and lives with her husband in the Herne Hill area of the London Borough of Lambeth. Children use the ground floor of the home and the bathroom on the upper floor. There is an enclosed rear garden available 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 six children under eight, of these not more than three may be in the early years age range. The childminder is currently caring for three children in the early years age range. The childminder does not provide overnight care or employ an assistant. The family pets include two cats and one tank of fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children in the Early Years Foundation Stage age range are met effectively, as the childminder provides activities that support their individual learning and developmental needs. Assessments of children's progress show a clear track record of their attainment over time. The childminder shows a strong capacity to maintain continuous improvement, although methods of evaluation that reflect all aspects of the provision are still being developed. The childminder has developed strong relationships with children and their families and successfully implements a broad range of policies and procedures that promote children's welfare.

What steps need to be taken to improve provision further?

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

- extend the methods of evaluation to ensure all aspects of the childminding service are evaluated effectively.

The effectiveness of leadership and management of the early years provision

Positive steps are taken to help safeguard children and protect them from harm as the childminder shows a clear understanding of the procedures to follow if she has any concerns regarding children's welfare. She has attended relevant training courses and ensures all household members have completed vetting checks regarding their suitability. The childminder ensures the home is safe and well maintained; she completes regular safety checks and conducts thorough risk assessments of the home and prior to any outings. Children participate in regular emergency evaluation drills, enabling them to feel safe as they become familiar with the emergency routines.

The childminder ensures all required documentation is used appropriately and she has devised a broad range of policies and procedures that support the management of her service. Equality and diversity are promoted purposefully through use of toys and books that reflect positive images of people in the community and during well planned activities that help children learn about cultures and beliefs. Although no children currently attending have any special educational needs and/or disabilities, systems are in place to ensure any care offered promotes inclusion. The childminder has good systems in place to ensure partnerships with other agencies are promoted well and works closely with parents to ensure children's individual needs are catered for effectively.

The childminder shows a strong commitment to driving improvement as she has met all recommendations raised at the last inspection and has attended a range of relevant courses, which have helped extend her knowledge of childcare and education. The childminder uses a variety of methods to evaluate the quality of her service, although methods of evaluation relating to all aspects of her childminding service are in their infancy. Deployment of resources is effective, as the childminder ensures the home is well organised and makes good use of the time that children attend; as a result children benefit from participating in a broad range of interesting and challenging learning experiences. Engagement with parents is strong as the childminder ensures parents are provided with information about their children's progress and all events of the day. Parents are encouraged to settle their children into the childminder's care gradually, enabling children to feel safe in their new environment when their parents leave. The childminder actively seeks parents' views and parents report in their questionnaires that they feel the childminder provides good levels of communication and their children are happy and cared for in a loving environment where they are making good progress.

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

Children benefit from a well organised learning environment where toys and books are easily accessible enabling children to make choices during play. The toys and books available are of good quality and reflect the age and abilities of the children attending. The childminder has a good range of furniture and equipment available to ensure children's physical care needs are met appropriately. The childminder shows high regard to maintaining good hygiene practice during nappy changing routines and while preparing food. Children are supported in developing good hygiene habits, such as washing their hands before meals. They adopt healthy lifestyles as the childminder offers choices at meal times and provides a variety of fresh fruit and vegetables that promote healthy eating habits. The childminder shows high regard to catering for children's individual needs regarding meals, sleep and toileting routines and works closely with parents to ensure children's needs are met effectively. Children's healthy lifestyles are also promoted through ample opportunities to gain exercise and fresh air during the day. Children are able to move freely and safely as the childminder ensures the play space is clear and helps children to learn about safety and good behaviour.

Children show secure relationships with the childminder and each other. They are considerate to each others feelings and show a strong sense of belonging. They respond well to the daily routines and help tidy away toys after use; this provides a sense of responsibility and enables them to make a positive contribution to their learning environment. Children freely approach the childminder with any concerns and enjoy lots of hugs and cuddles that help them to feel safe and secure in the childminder's care. Children are provided with an excellent balance of learning opportunities as the childminder plans activities and outings that reflect all areas of learning. Excellent systems are in place to ensure children's progress is tracked effectively as the childminder makes regular observations that are then linked to then expectations of the early learning goals. The assessments are supported by photos and samples of children's creative work and highlight children's next learning steps, as a result, children's progress is tracked effectively over the years that they have attended.

Children are supported well during play as the childminder provides high levels of purposeful interaction. She holds children's attention well and extends their learning through relevant questions and interesting well planned activities. The childminder provides an excellent range of activities and outings that promote all areas of learning, which is coupled with her extensive experience of caring for children; as a result opportunities for children to develop their future learning skills are outstanding. Children are purposefully engaged in play and keenly participate in both free play and adult -ed activities. They develop their independence as they select toys and work independently and enjoy adult-led activities, such as a game where they take turns to choose an object or toy from the box and then sing the associated songs or rhymes. This helps children to develop their vocabulary and learn about taking turns during play. Children enjoy stories read by the childminder and develop their awareness of number as they count the fruits in the book. They develop their speaking and listening skills as they talk about the pictures with the childminder. The childminder links the theme of the activities which enhances children's learning; for example, after reading the story about the butterfly the children made their own butterfly pictures with crayons and sticker. This enabled them to make purposeful marks and develop their creative skills. Children show effective use of hand held tools as they use modelling dough with a variety of utensils. They have excellent opportunities to develop their physical skills while using a variety of wheeled toys and equipment in the garden and while on outings to local parks. Children show a keen awareness of technology as they confidently use operational toys. They develop their problem solving skills as they use a variety of construction sets, puzzles and grading toys. Children are active learners and they are supported well by the childminder who engages them in meaningful conversations and extends their learning effectively; as a result, children are happy, settled and interested to learn.

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	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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