

Inspection report for early years provision

Unique reference number	EY250623
Inspection date	02/11/2011
Inspector	Elizabeth Mackey
Type of setting	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.

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
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2003. She lives with her husband and two children, aged 11 and 9 years. They live in a house in Nunhead within the London Borough of Southwark. Her home is within walking distance of local shops, parks and transport links. The ground floor is used for childminding and includes a well equipped playroom. Upstairs is used for sleep purposes only. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of six children aged under eight years at any one time. There are currently four children under eight years on roll, all are in the early years age group. The childminder holds a level three qualification in childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a highly effective, safe, and stimulating environment where all outcomes are exemplary. Robust policies and procedures underpin excellent quality care and education. The childminder provides an extensive range of activities, which meet children's interests and effectively promotes their development across the six areas of learning. Overall, exceptional systems are in place to ensure daily communication with parents and they have access to children's progress records. The childminder is a highly reflective practitioner, who has maintained outstanding practice since her last inspection. She continues to develop her knowledge through attending ongoing training and development opportunities. She maintains an outstanding capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- devise a system for supporting the parental contributions made to the record of observational assessment.

The effectiveness of leadership and management of the early years provision

Children's safety is highly prioritised and the childminder promotes their well being exceptionally well. Established policies and procedures underpin the childminder's

excellent practice. For example, she is highly confident in the procedures she would follow in the event of any safeguarding children concerns. She ensures her knowledge remains up to date and shares her policies and procedures with parents. Children remain within the sight and sound of the childminder at all times. Children mainly use the downstairs of the home, which is extremely well organised to help ensure children are safe and comfortable. For example, they enjoy moving between craft activities set out in the kitchen and the extensive range of resources available in the dedicated playroom. Risk assessments are thorough. Stringent measures are in place to minimise any potential risks to children. For example, risk assessments are adapted to reflect changes in the setting and the childminder reviews these when new children arrive.

Great attention to the organisation of the setting promotes children's independent access to toys. The childminder provides excellent resources and activities that reflect diversity within society. The childminder also introduces the children to languages other than English, to increase their awareness of cultural differences. The childminder ensures all children can access the activities. For example, she provides a range of chairs to suit the safety needs of children, such as booster seats and high chairs. This enables all children, regardless of age, to sit together at the table and join in with an activity. The childminder skilfully promotes children's understanding of their own safety through developing trusting relationships with them. She encourages them to try things for themselves, which develops their skills and confidence. Children practise fire safety and road safety. The childminder reminds children of the rules when necessary and they respond positively.

The childminder knows the children and their families extremely well. She has a highly positive partnership with parents. Together they draw up an action plan to identify children's needs and monitor their progress. Although parents have access to the development records, there is no system for them to contribute to these. However, a daily diary is maintained by the childminder and parents, which helps to ensure continuity and consistency for the children. It also demonstrates how the childminder strives to provide an inclusive setting, to meet the individual needs of the children. The childminder has high aspirations for the children. She provides interesting and exciting experiences for them; as a result, they make excellent progress in their learning and development.

The childminder updates her knowledge through attending training. Since her last inspection, she has successfully completed a level three qualification in childcare. She also keeps up to date with early year's developments. The childminder reflects on her practice. She uses a highly effective system of self-evaluation to continually improve her service, ensuring outcomes for children are excellent.

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

Children access an excellent range of stimulating activities and experiences, which are very well-planned and age appropriate. Pertinent observations provide a focus for identifying the next steps in children's learning journey files. The bright and

welcoming playroom is well equipped and displays children's work and photographs, enhancing their sense of belonging. Children are at the heart of everything that happens in this setting. The childminder is highly skilled in her ability to recognise and respond to individual needs of children. Her emphasis is on inclusion, communication, children's happiness and their safety. Children explore and select resources independently. In addition to the well stocked playroom, resources are available throughout the downstairs of the home. This promotes children's independence and autonomy, allowing them to flourish. Children are encouraged to make a positive contribution. For example, they take responsibility for helping to tidy away and make decisions about activity choices. Communication is excellent. Children receive clear guidance, appropriate support and meaningful praise. Children's efforts are greatly encouraged, which builds their self-esteem and confidence extremely well.

Children's understanding of maintaining a healthy lifestyle is encouraged. In addition to playing in the garden the enjoy outings to places of interest. These include museums, parks, toddler groups, wildlife centres and trips to London. This provides them with ongoing physical challenge and ample opportunity for fresh air and exercise. Children practise highly effective hygiene routines, for example, they wash their hands after playing with dough and before eating. Children enjoy healthy meals and snacks and are encouraged to drink plenty. Children plant and nurture fruit and vegetables. They have grown green beans and tomatoes that they pick, wash and eat. This further promotes a clear understanding of healthy eating and develops their knowledge and understanding of the world. Children demonstrate a close trusting relationship with the childminder. There is a good sense of fun, resulting in lots of games and laughter. Children show sustained concentration as they sit with the childminder to make models from dough. They talk confidently about the different shapes they are making and show skilled fine motor control, as they carefully use a variety of tools. The childminder offers appropriate support, for example, she encourages more able children to make their own models and gently guides those who require a bit more help. The childminder balances the differing needs of the children exceptionally well. She encourages them to explore the texture and introduces shape, number, and colour into the conversation. This engages the children further and they proudly create lovely models of insects.

Well-established routines and reassurance from the childminder help younger children to feel safe, even though they are relatively new to the setting. With support, they safely explore their environment and energetically access their chosen resources. Children have excellent communication skills. They demonstrate confidence during conversations with the childminder and each other. Toddlers are also making steady progress in their communication. They demonstrate an eagerness to join in the conversation and begin to use recognisable single words. Children enjoy sharing books with the childminder. They enthusiastically join in with singing familiar rhymes and choose musical instruments to accompany their songs. Children have access to a very 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 excellent skills for the future. Children are confident communicators and are making excellent progress in all areas of development. A wonderful range of photographs in the children's

development folders show the wide range of activities and outings children enjoy. Complimented with the childminder's observations, these capture children's achievements perfectly.

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
--	---

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

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

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