

Inspection report for early years provision

Unique reference number	EY254186
Inspection date	05/01/2012
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. She lives in the New Cross area of the London borough of Lewisham with her teenage daughter. Children have access to all areas of the home, except the top floor and there is an enclosed garden for outside play. The family does not have any pets. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for maximum of five children under the age of eight years at any one time, of these not more than four may be in the early years age group. The childminder is currently caring for four children in the early years age group who all attend on a part time basis. The childminder does not employ an assistant or provide overnight care. The childminder is a Lewisham Network Childminder and member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Highly effective systems are in place to ensure the needs of all children in the Early Years Foundation stage are met. Children fully engage in purposeful and well planned activities that promote all areas of their learning and development. High quality resources overall are used well to meet the individual needs of children. The childminder's skilful interaction with children enables them to become fully engrossed in free play and adult led activities that extend their learning potential effectively. The childminder shows an excellent capacity to maintain continuous improvement. She actively uses a variety of methods of evaluation as tools for identifying her strengths and any areas for further development.

What steps need to be taken to improve provision further?

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

- extending the range of resources to cover all six areas of learning in the outdoor environment.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to safeguard children and promote their wellbeing. The childminder has attended safeguarding training and keeps relevant documents easily accessible. This ensures that she is able to take prompt action if she has any concerns regarding children's welfare. In addition, she ensures all required

documentation is used and stored appropriately; this helps to safeguard children's welfare as records show all details of children's care. The childminder shows high regard to promoting children's safety. She has completed thorough risk assessments relating to the home and outings. In addition, she has devised a broad range of policies and procedures that promote children's welfare and support the management of her service.

Promoting equality is strongly embedded in the childminders practice. She relates the educational programmes and daily routines to meet children's individual needs effectively. Children participate in planned activities that help them learn about a variety of cultures and beliefs. For example, before one child went on a long holiday to Australia they completed a project about the country, including making traditional Anzac biscuits. They learn about the community in which they live through regular outings in the local environment and use a range of toys and books in the home that promote diversity. Although no children currently attend who have any special educational needs and/or disabilities, the childminder has attended relevant training courses so that any care offered promotes inclusion.

Engagement with parents is excellent. The childminder keeps them well informed about their children's progress and makes time to discuss the activities and value of play. She actively seeks parents' views via parental questionnaires. Parents report that they have developed good relationships with the childminder and their children are happy and relaxed in her care. They comment that their children are making good progress and that they enjoy the thoughtful and inspiring activities and outings that the childminder provides. The childminder shows a strong commitment to driving improvement through attending lots of courses and by meeting all recommendations raised at the last inspection. She uses a variety of systems to evaluate the quality of her service. Partnerships with others are highly effective. The childminder shows a professional approach to her childminding and is actively involved in the local community as a network childminder, supporting others and promoting good practice. She has established good relationships with other educational settings that children attend to promote consistency of care. Deployment of resources is excellent as the childminder ensures that the time children attend is well organised so that their individual needs are met effectively. The childminder has only recently started using her garden as an extension of the indoor learning environment, although children have a wealth of experiences on trips out in the community. Therefore, the range of resources to cover all six areas of learning in the garden, have not been fully developed.

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

Children benefit from an exceptionally welcoming learning environment. This is because the childminder has made many efforts to develop children's sense of belonging. For example, she displays of their art work and all children have their own towel hook in the bathroom that is labelled with their name and photo. The childminder also displays an electronic photo frame so that children and parents

can enjoy looking at the photos of activities and outings. Children have access to an extensive range of resources that reflect all areas of learning indoors. They are able to make choices and develop their independence as toys and books are very well organised in low level labelled boxes with photos or pictures and written words; this enables children to make informed choices and develops their awareness that print carries meaning.

The childminder has established excellent systems to track children's progress. She makes observations of children's progress that are linked to the areas of learning. She also identifies children's next learning steps and uses this information to effectively plan activities and outings that meet their learning needs. In addition, each child has a book of photos of them participating in outings and activities along with samples of their creative work and drawings; this also provides a continuous track record of their progress. Children benefit from a well organised and balanced range of learning opportunities. The childminder ensures that the activities and outings provide effective challenges to support children's learning that relate to their individual interests. In addition, the childminders enthusiastic and vibrant interaction with children ensures that they become fully engrossed in play.

The childminder shows high regard in promoting children's good health. She promotes good hygiene practice during food preparation and nappy changing routines, helping to stop the spread of infection. In addition, children's self care skills are promoted effectively and they learn good hygiene habits through well established routines. Children adopt healthy lifestyles as they learn about different foods while participating in frequent cooking activities with the childminder. They also enjoy a nutritious diet of home cooked meals and snacks that help them to adopt healthy eating habits. They have excellent opportunities to engage in activities that promote their physical skills and enable them to gain exercise. For example, the childminder takes them on frequent outings to the park and they participate in activities in the home such as dancing.

Children show excellent relationships with the childminder who skilfully helps them to learn about expectations of their behaviour. They respond well to any requests made by the childminder and show a positive contribution to their learning environment. For example, they help to put away toys after use and wash the table ready for lunch. Children show that they feel safe in the childminders care as they snuggle in for stories and cuddles when they are tired. They also benefit from a gradual setting in programme so that they feel safe when their parents leave. They learn about safety aspects such as participating in regular evacuation drills and by wearing high visibility bracelets while on outings that show the childminders contact details.

Children have excellent opportunities to enjoy, achieve and develop their skills for the future. They are purposefully engaged and enjoy the activities available. They participate in exciting activities that help them learn about the world around them. For example, they learn about nature and living things while visiting the farm and learn about cultures and beliefs while visiting museums. Children participate in a broad range of creative activities that enable them to explore a wide variety of media. They use paint, collage and drawing materials to develop their free creative

expression and to make representational pictures. For example, they have made their own alphabet frieze with pictures that relate to each letter, developing their awareness of letters and sounds. Children language skills are enhanced as the childminder is attune to younger children's attempts at speaking. Children babble and join in enthusiastically as the childminder confidently reads stories and names the pictures with children, helping to extend their vocabulary. Children develop their social skills as they participate in group activities with the childminder that help them to share and take turns. They play games that extend their problem solving skills such as picture lotto and count objects with the childminder during play. They also use a broad range of puzzles and construction sets effectively. They learn about technology while using electronic toys and imitate adults, for example while using the play mobile phone. Children also enjoy role play while dressing up and using the kitchen set with accessories. Children are happy and settled in the childminders care. They move freely, selecting toys and developing their independence.

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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