

Inspection report for early years provision

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Inspection date	18/11/2011
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.

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 was registered in 2004. She lives with her two children aged 15 and 4 years. They live in a first floor maisonette, in the London borough of Lewisham. It is close to shops, parks, and public transport links. All areas of the property are available for childminding. There is a secure communal garden, which is shared with the downstairs maisonette. The childminder has sole use of this when children are present. The childminder makes daily, regular use of the local amenities including, childminding drop in groups, parks and the library.

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 four children under eight years at any one time, two of whom may be in the early years age group. She is currently minding three children, who are all in the early years age group.

The childminder holds a relevant level three childcare qualification. She is the Secretary of the Lewisham Childminding Association and a member of the Lewisham Childminding Network. The childminder is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a highly successful, safe, and inclusive environment. The outcomes for children are outstanding. Up to date, comprehensive policies and procedures underpin excellent quality care and education. The childminder provides an interesting and varied range of activities and experiences that are extremely effective in promoting children's development, across the six areas of learning. There are superior systems in place to ensure effective partnerships with parents and with other settings children attend. Parents contributions are evident in most areas of the childminders setting. The childminder is a skilled, reflective practitioner and she demonstrates an excellent ability 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:

- extend the evaluation of the setting; by incorporating the views of parents and children into the system for self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder promotes children's safety extremely well. She has up to date procedures detailing the action she would take if she had a safeguarding concern about a child. The childminder provides all parents with a detailed welcome pack, which includes the extensive policies and procedures that underpin her high quality service. The childminder has attended a wide range of training, including safeguarding, to ensure her knowledge remains up to date. She also holds a current paediatric first aid certificate.

The organisation within the setting is a particular strength. Displays, resources, information for parents and photographs are widely accessible throughout the home. This helps to create a welcoming child centred environment. Children have access to all areas of the property, which include two main playrooms that are very well resourced. It is organised to ensure children can explore and play safely. Access to potential hazards, for example the stairs and the kitchen, are restricted. Risk assessments are thorough and stringent measures are in place to minimise any potential risks to children. The childminder skilfully promotes children's understanding of their own safety, through providing activities that promote appropriate challenge. For example, when out walking, the children who are rising fives are able to ride a scooter, alongside the childminder, because they follow the safety rules in place; which includes wearing a safety helmet. The childminder has also placed colour coded stickers on things to alert the children to the things that are not safe to touch.

The childminder is committed to inclusion. There is an excellent ongoing exchange of information with parents, both verbally and in writing. The childminder obtains comprehensive information about the children so she can plan for their individual needs. She provides first-rate experiences and resources that increase children's awareness of culture, religion, and disability.

Planning is of a very high standard and takes into account children's age, ability, and interests. There is a shared approach to children's development records and there are regular opportunities for parents to contribute to them. Pertinent observations of children's progress and development are evident in children's learning journey files. A planned settling-in programme promotes children's emotional development and enhances their sense of security. After an initial period, the childminder meets with parents to share and compare their observations of how children are settling. Parents comment that their children are incredibly happy, settled, and they also highlight the childminders many strengths. Notably, they remark the childminder has the Early Year's Foundation Stage principals embedded at the heart of her practice. The childminder is also pro-active in engaging with other early year's providers. For example, sharing appropriate information about her provision and obtaining and displaying their planning, alongside her own. The childminder provides summaries of children's achievements every term and provides a transitional report when children move to another setting.

The childminder is a skilled practitioner. Her enthusiasm and enjoyment in her work is highly visible and she is committed to improving the outcomes for children. She continually evaluates her provision and demonstrates an excellent capacity for ongoing development. She updates her knowledge through attending relevant training and by keeping abreast of childcare matters through various childminding forums. The childminder seeks the views of parents, which is evident in all aspects of her documentation. It is less evident within the documented system for evaluation.

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

Children flourish and make excellent progress in all areas of their learning and development. They reach and often exceed their developmental milestones by the time they transfer to school. Children demonstrate an extremely strong sense of security in the setting. Well established routines and engaging interaction from the childminder helps children to feel safe. They receive meaningful praise for all their efforts. Children are really encouraged to make a positive contribution. They show a sense of responsibility for their environment. They routinely help to tidy up, set the table for lunch, and offer to help the childminder with everyday tasks. Children are able to safely explore their environment, and despite their differing ages, they join in spontaneous activities together. For example, using a torch they follow the childminder down the hallway as they go on a "bear hunt" This creates a lot of excitement and children greatly enjoy being able to develop their imaginative play. There is a great sense of fun in the setting.

Children enjoy an abundance of activities and experiences, which are both planned and spontaneous. Children are encouraged to experiment. For example, when babies repeatedly bash two saucepans together to make a loud noise they are encouraged to try the same activity with other materials. The childminder encourages them to note the differences in sound and volume. Children engage in an extensive range of activities that helps them to learn about the people in society. They enjoy themed topics about the people who help us and they learn about other cultures through celebrating religious festivals. They also learn about different countries by exploring maps, and learning about customs and traditions. For example, a recent planned topic gave the children an introduction to black history. There is a superior range of books available throughout the setting and the children develop a keen interest in stories and rhymes.

Children experience exciting outings to many places, including playgroups, parks, farms, and museums. They practice highly effective hygiene routines and learn about the importance of hand washing before eating. Children's understanding of healthy eating is richly promoted through innovative activities, for example growing their own potatoes, tomatoes, courgettes, and beans. They enjoy healthy meals and snacks and help themselves throughout the day to their water cups. Children are excellent communicators and make their needs known. They contribute positively and their input into the routine is notable; showing a real

sense of belonging. Children confidently attempt new tasks, for example learning to manage zips and poppers as well as developing their confidence and physical skills on large play equipment. Children enjoy the ample opportunities they have to access resources for their creative development. They demonstrate a good understanding of numeracy and early writing skills. Children also have access to a superb range of age-appropriate information and communication technology, such as a digital camera, computer, play phones and battery operated toys, as a result, children are developing excellent 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?	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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