

Inspection report for early years provision

Unique reference number	EY277399
Inspection date	23/06/2011
Inspector	Sarer Tarling
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 was registered in 2004 and lives with her adult son. The family lives in a four bedroom, mid-terraced house in Lee in the London borough of Lewisham. The whole of the property is suitable to be used however; minded children generally play on the ground floor in the living room and kitchen diner. There is a ground floor cloakroom. Sleep facilities are available upstairs. There is a fully enclosed garden available for outside play. The family has two cats and the childminder's son keeps a reptile in his bedroom. The childminder walks to the local school to take and collect children. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children aged under eight years, only three of whom may be in the early years age group at any one time. There are currently five part-time children on roll, four of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an exceptional knowledge of the children she cares for and works closely with parents to ensure she understands their unique needs. This enables her to successfully promote children's welfare and to provide activities which encourage them to explore and investigate their environment and many resources and they make excellent progress in all areas of their learning and development. The childminder evaluates her service objectively, involving children and parents in the process. She continually strives to improve, demonstrating a strong commitment to training and a capacity to continue making improvements to her already outstanding service.

What steps need to be taken to improve provision further?

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

- encouraging young children's further sensory exploration of more natural objects.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is outstanding as the childminder regularly updates her knowledge and understanding through training courses and as a result is confident of her responsibilities and role in protecting children and promoting their

welfare. She has a written safeguarding policy that clearly reflects local Safeguarding Children Board procedures and she confirms that any concerns would be reported to the relevant agencies. All adults in the home are suitably vetted and the childminder only releases children to someone named and authorised by their parent. Children are supervised at all times and contingency arrangements are in place in the event of any emergencies. Children feel safe and secure; smiling and readily approaching the childminder for a cuddle, making themselves at home. All the required documentation, which ensures the safe and efficient running of the setting, is accurately maintained. Risk assessments are conducted at regular intervals and records clearly identify potential hazards and detail the action taken by the childminder to minimise risks throughout the home and garden. The young children are learning to look after toys and to help tidy up in order that things don't get broken or cause a trip hazard. Equal consideration is given to the preparation and risk assessment for the different types of outings the childminder arranges. Consent for each type of outing is obtained from parents and for travelling on public transport. Children learn how to keep themselves safe when out and about as they have daily opportunities to use their road safety skills and follow the childminder's stringent safety rules when travelling on public transport. Children routinely practise the evacuation procedure and as a result are confident of what to do in an emergency situation. Visits to the fire station and imaginative role play with emergency vehicles and figures prompt further discussion about people who help us to stay safe in a variety of situations.

The childminder is highly committed to and continually strives for improvement in all areas of her service. She has addressed the recommendations made at the previous inspection and uses the Ofsted self evaluation tool to keep a record of her strengths and to identify areas she would like to develop. Colleagues, parents and children all contribute to the self evaluation process and culture of best practice. The childminder actively seeks out training courses she feels will improve overall outcomes for children and those which particularly interest her such as learning more about supporting children who have Dyslexia or Dyspraxia.

The childminder has created an extremely inclusive and child-friendly environment where all families are welcome and valued. Children clearly benefit from the excellent day-to-day organisation of the routine which takes account of their individual needs. Equipment and resources are of a high quality, clean and suitable for the age range attending. Toys are changed frequently and children are encouraged to make choices for themselves and as a result they are becoming independent learners thus promoting their confidence and increasing their self-motivation. The childminder skilfully uses the activities children enjoy to maximise learning potential. Children have access to a variety of resources which help them learn about the wider world and they take part in a range of activities and experiences, both at home with the childminder and while visiting toddler groups, which help them to value diversity. Parents feel fully involved in the cultural aspects of children's learning as the childminder encourages them to share their own experiences and bring items from home for children to see or food for them to taste. Parents of children who speak English as an additional language say their home language is both recognised and valued by the childminder.

The childminder enthusiastically engages with parents in order to obtain a deeper

knowledge and understanding of their child's differing abilities and needs. She welcomes feedback and advice from other professionals who work with children and discusses how they can work together in order to promote the child's well-being. For example, the childminder skilfully incorporates physiotherapy into the everyday routine so that individual children do not feel singled out. The childminder meticulously explains and discusses all of her policies and procedures, including complaints, with parents during the settling-in period. Key policies and procedures have been drawn up in writing and are also available. The childminder explains how she delivers the Early Years Foundation Stage and encourages parents to contribute information about their child's starting points, their on-going interests and progress at home. Each child has a folder containing their art and craft work and photographs of them taking part in activities. The childminder provides parents with plenty of verbal feedback about their child's achievements and well-being at the end of each day and often calls them at work to let them know about the fun their child is having. References are highly complimentary and show parents appreciate the close working relationship and feel they are fully involved in the monitoring and future planning of their child's learning and development. They describe the childminder's care as 'exemplary' and say the advice and support they receive is 'above and beyond expectations'.

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

The childminder is highly motivated, clearly enjoys working with minded children and knows them extremely well. Close and caring relationships have been formed and children are becoming confident and sociable with other adults and their peers. The childminder recognises that all children develop at varying rates and plans a wealth of stimulating activities and outings based on their interests, across all six areas of learning. As a result children thoroughly enjoy their time with the childminder and parents remark on the excellent progress their children are making in their learning and development. The childminder animatedly describes the children's individual personalities, their likes and dislikes and clearly explains how her observations of them help her to monitor their progress toward the early learning goals. She regularly takes photographs of the children's play and learning experiences, providing clear visual images for parents and a record of the new milestones they reach.

The childminder actively develops children's communication and language skills by offering encouragement, asking open ended questions and allowing them time to think and respond. Children have easy access to good quality books and the childminder spends time with babies and toddlers talking about the pictures and asking them to name objects or say what they think is happening in the story. Regular trips to toddler groups, the library, for story and singing sessions, along with trips to the theatre to see shows such as a fairytale on ice, help bring stories to life and fully engage older children. Children play imaginatively with action figures and enjoy dressing up to act out real life experiences during role play.

The childminder plans lots of opportunities for children to use technology and to

problem solve. For instance, they investigate how things work by pushing buttons on the toy telephone and electronic till, listening intently to the sounds, repeating words and numbers and discovering that one action has an effect on others. Children are not rushed and as a result their independence and ability to persevere with a chosen task is encouraged. For example, babies play with bead frames, shape sorters and different size stackable cups while toddlers patiently try to work out where the different pieces of a puzzle fit and search for a particular colour of brick to match the rest of the structure they are building. The babies and toddlers are keen to explore the range of resources and activities offered, some of which enable them to explore natural materials.

Children use paint, pens, pencils and crayons to make marks and draw; they particularly love chalking on the new board in the garden. Educational posters around the home show children the correct letter formation and a magnetic interactive phonic game, positioned on the fridge door, is easily accessible to younger children. Examples of children's craft work show they have many opportunities to use scissors and glue and to make collages using recycled pieces of different coloured materials along with the leaves and twigs that they have collected from the park. Older children experiment making patterns as they are shown leaf rubbing and how to use coloured dye to create their own tie dye t-shirt and learn to handle tools safely while playing with dough. Children show a strong curiosity about nature and living things so were delighted when they recently discovered a frog at the park. They use bug catchers and magnifying glasses to scrutinise creatures more closely and understand they must be kind and gentle with the family cats.

Stimulating activities and close interaction with the childminder ensure children are always purposefully occupied. She regularly praises children's achievements helping to develop their sense of belonging and self-assurance. Age appropriate strategies are agreed with parents and effectively used by the childminder to positively manage children's behaviour. She is skilled in using her tone of voice, along with distraction and redirection, and the consistent house rules help children to learn about boundaries and to feel safe. All children are treated with respect and kindness; this helps them to respect themselves and each other. Clear explanations from the childminder encourage children to think how their behaviour may affect others. They learn to take turns while playing board games and are beginning to understand that you cannot always win. All of these measures contribute towards helping children develop skills they can use in their future learning and development.

Children enjoy an active and healthy lifestyle as the childminder provides excellent opportunities for them to play in the fresh air and to benefit from plenty of exercise every day. Children have tremendous fun in the garden throwing the basket ball and playing on the sit and ride toys, showing great skill as they learn how to balance on one foot and to steer the scooter. Protected from the sun they enjoy experimenting in the water tray, splashing, pouring, measuring and discovering which items float or sink. Visits to parks and toddler groups provide plenty of opportunities for children to practice their climbing skills on more challenging play equipment. Indoors children join in with action songs and enthusiastically dance around at a music group. Children are becoming confident in

the water and look forward to going swimming with the childminder.

Stringent hygiene routines and careful attention to preventing cross-infection effectively promotes children's health and well-being. For example, children are excluded when infectious, reminded to cover their mouths when they sneeze or cough and know to put their dirty tissues in the bin. Nappy changing routines ensure children remain clean and fresh all day and toddlers get to decorate their own potty with stickers as a reward and encouragement in their toileting skills. Children learn about the importance of good personal hygiene as they automatically go to wash their hands, drying them with paper towels, after playing outside and before eating. The childminder recognises the importance of sleep for young children and care routines include plenty of time for a cuddle enabling children to feel safe, secure and nurtured. The childminder monitors sleeping children closely, ensuring they are both comfortable and safe.

Meal times are a sociable time where the childminder sits and chats with the children. Each child has made their own placemat with a photograph, their name and a print of their hand and foot. They sit safely and comfortably in their booster seats or high chair at the table and have excellent manners. Individual dietary needs are discussed with parents and children are encouraged to feed themselves and to try new foods. Eagerly tucking into the food their parents have provided or the nutritious meals and snacks the childminder prepares. Children regularly walk to the local market where they help to choose the fresh fruit and vegetables to have with their meals. Picnics in the park and teddy bear tea parties with other childminders help children to develop a healthy and relaxed attitude to food.

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

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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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