

Inspection report for early years provision

Unique reference number	EY278436
Inspection date	14/02/2011
Inspector	Silvia Richardson
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. She is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. The Childminder is registered for a maximum of five children aged under eight years of whom three maybe in the early years age group at any one time. There are currently six children on roll of whom three are in the early years age group. The childminder lives with her husband and two children aged 11 and nine years. They live in a house in Forrest Hill in the London Borough of Lewisham, close to shops, park, library and public transport links. The whole of the ground floor is available for childminding. There is an enclosed area for outside play. The family keep three cats, two guinea pigs and tropical fish as pets. The Childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled, because the childminder provides a stimulating environment. Children are able to make choices from a wide variety of toys and play materials, promoting their enjoyment. The childminder actively promotes inclusion, providing learning experiences for each of the children, through planned activities in the setting and out in the community. The childminder drives improvement through taking advantage of further professional training opportunities, supporting provision of good quality childcare, learning and development opportunities.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- develop the safeguarding children policy to include procedures to be followed to protect all children, should an allegation be made against the childminder or member of the household (Safeguarding and promoting children's welfare) 28/02/2011

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

- create opportunities for parents and carers to actively contribute to children's learning journey's

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the childminder having undertaken training, promoting her understanding of what to look out for and what to do if worried about a child. The childminder has a policy statement to inform Ofsted should an allegation be made against herself or a member of the household. However, this is not supported by an effective procedure to be followed in these circumstances, so as to protect all the children in the setting. The childminder is thorough with assessing risks and hazards, taking positive steps to minimise these. Arrangements for activities, such as older children using resources with small parts sitting up at the table, are ensuring babies can move around and play safely on the floor. The childminder sought advice from the local fire officer, ensuring good precautions and measures are in place, including practicing emergency evacuation.

The childminder provides a wealth of play and learning opportunities, effectively promoting equality and diversity. Children enjoy activities at community groups as well as in the home setting, supporting their appreciation for differences. The childminder actively promotes inclusion, enabling different age children to integrate successfully, though provision of a broad range of toys and play materials. Resources are well deployed, so that there is something of interest for all children. The childminder provides a stimulating environment, whereby children have much choice, supporting their enjoyment and achievement in the setting. The childminder gives much thought to her provision, evaluating how best she can meet individual needs and the enjoyment of all children, when planning activities. The childminder is driving improvement through further professional training, having recently completed NVQ level 3 in early years, enhancing her childminding practice.

The childminder effectively develops partnerships with other agencies, so as, for example, to support children's speech and language development. She has strong links with local schools, enabling children to take part in exciting activities, such as the French breakfast. The childminder is committed to seeking advice where appropriate, so as to effectively address children's individual learning needs through a planned approach, so that they make good progress. The childminder engages parents well in children's learning, sharing children's achievements and discussing next step plans. Parents receive a good deal of information, including from the childminder having developed a notice board, providing visual and written details about childminding arrangements and the activity schedule. The childminder has started to put together a folder of children's learning journey's in the setting and shares this with parents and carers. However, parents are not contributing examples of children's learning in their home setting, so as to create a full picture of children's all round progress and development.

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

Children are confident, independent learners, helping themselves to toys and play materials of particular interest to them. They enjoy a stimulating play and learning environment, including a well planned programme of activities in the community. Children are making good progress in all areas of learning, because the childminder is attentive to children's individual learning needs. The childminder observes children well and records their attainments, using stickers to highlight areas of learning. This system is effectively enabling the childminder to monitor any gaps and plan appropriately to bridge these with suitable activities. There is a strong emphasis on children's enjoyment of activities, with the childminder working flexibly, so that the programme and schedule flows with individual needs. Where children show signs of arrangements for activities impacting on their enjoyment, such as attendance at particular community groups, the childminder makes changes to these arrangements, actively researching more suitable alternatives. Children enjoy inclusive play and learning experiences, through the childminder successfully balancing the needs of different ages and abilities. Children enjoy a broad range of resources and activities which foster their appreciation for differences. They are supported in a warm, patient and calm manner, promoting their welfare and enabling them to develop a positive disposition for learning.

Children are encouraged to make a positive contribution in a variety of ways, including working together to tidy away toys, for example, one child being encouraged to hold a bag open while another puts toys inside. Children are learning to share, take turns and behave in desirable ways, through the childminder creating opportunities for children to express how they feel and providing clear and consistent boundaries. Children enjoy familiar routines, especially mealtimes, where they are consulted and encouraged to express preferences, for example, for round carrots or carrots sticks. The childminder provides healthy choices and encourages children to adopt a healthy lifestyle through plenty of opportunities for physical activity, exercise and fresh air. Children feel safe and secure in the setting, through close relationships with the childminder. They learn safety rules for crossing roads, emergency evacuation of the premises and for using equipment, such as scissors, through the childminder providing a strong role model. Children are developing a broad range of skills for the future, through the wide variety of play and learning opportunities and experiences, both in the setting and out in the community.

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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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