

Inspection report for early years provision

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Inspection date	08/03/2011
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 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered for four children under eight years of whom three may be in the early years age group and two children overnight. There are currently three children on roll in the early years age group. Children attend on a part time basis. The childminder lives in a ground floor flat in the Brockley area of the London Borough of Lewisham, with her husband and one adult child. The whole of the premises is used for childminding, except two bedrooms. There are communal gardens available for supervised outside play. There is suitable disability access. The childminder has no 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, settled and confident in the setting, because they develop secure relationships with the childminder. The childminder values and respects children as individuals, their choices and views, incorporating these into planning, so that they enjoy inclusive experiences. Children enjoy a good range and variety of interesting activities in the home and out in the community, helping them make good all round progress. Monitoring systems are generally good and ensure children enjoy play opportunities across the six areas of learning. The childminder is successfully maintaining continuous improvement, ensuring better outcomes for children through taking advantage of further professional training opportunities.

What steps need to be taken to improve provision further?

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

- match children's attainments to the expectations of the early learning goals, linking planning to any identified gaps in learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting, because the childminder knows what to look out for and what to do, should child protection concerns arise. She describes a clear procedure to be followed, to keep all children safe, should an allegation be made against herself or a member of the household. All adult members of the household are appropriately vetted, ensuring their suitability. Children enjoy using a broad range of resources reflecting diversity and portraying positive images of differences, both in the home and at community groups. This is an area of

significant improvement, helping children feel good about their own identity, with exciting opportunities for exploring racial and cultural differences, through dressing up, craft activities and stories. Resources are very well deployed, so that children easily see what is available and confidently help themselves to toys of interest to them. The childminder is effectively evaluating her provision, organising furniture and resources well, so as to create an enabling environment for both adult led and child initiated activities.

The childminder is driving improvement through taking advantage of further training, helping her set up suitable systems for tracking children's progress across the six areas of learning. Next steps planning systematically links to children's attainments, although observations are not matched to the expectations of the early learning goals, so as to link planning to any gaps in learning. The childminder has close links with the community, including other childminders, helping her to establish best practice. Community links are strong and the childminder contributes well to children's appreciation of the wider world. There is no other agency involvement as the childminder has no children on roll with special educational needs and/or disabilities in the early years age group and children do not attend any other settings other than community groups with the childminder.

The childminder engages parents and cares well, so they are kept fully informed of children's welfare, learning and development in the setting. The childminder creates good arrangements for informal discussion on a daily basis and also meets more formally with parents every few months. Parent and carer feedback is encouraged through questionnaires, one parent having completed a full review, devising their own reporting areas, including their satisfaction with safety, play indoors and outdoors, socialisation, health and special needs. Partnerships are very positive and include comments such as, the childminder is very caring, supportive and clearly loves the children. The views of the children are held with high regard, with one child reporting the childminder as very nice and they wish they could go to her house every day.

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

The childminder creates a well organised, safe, secure and stimulating environment, supporting children's learning, enjoyment and achievement very well. Children are confident and independent learners, because they can easily access a wide range and variety of toys and play materials, across all areas of learning. Children are encouraged to make choices and the childminder actively engages children in making decisions, about the sorts of activities in which they would like to take part. Children are offered a wide range of activities in local community groups, complementing their learning in the setting. Positive relationships are enabling the childminder to get to know the children well, their likes, interests and learning styles. Children enjoy warm, lively and enthusiastic interaction with the childminder, especially singing and stories. Observations of children's attainments from their starting points are clearly recorded, together with photographs of their activities, providing a clear visual image of good progress. Monitoring systems are

generally good, although the childminder is not checking for any gaps, through matching observations to the expectations of the early learning goals.

Children feel safe in the setting through close relationships and consistent and familiar routines. The childminder talks to children all the time, so that they know when snacks and meals are offered, when its coming up for time to sleep and when they will being going out, for example to the park, helping them settle and feel secure. Children adopt a healthy life style, through consistent hand washing routines, healthy eating and opportunities to walk and enjoy physical exercise every day. Children make a positive contribution to the setting, exploring racial and cultural differences, developing respect and appreciation for others. Children enjoy being rewarded with stickers, for being helpful, tidying up toys and sharing well, promoting desirable behaviour. Children are acquiring a broad range of skills for the future, through some good opportunities for counting, mark-making, creative and role-play activities. Children's enjoyment and achievement is enhanced by mixing with the wider community and visiting places of interests, such as farms and museums.

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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