

Inspection report for early years provision

Unique reference number	EY336240
Inspection date	14/06/2010
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 to care for a maximum of six children at any one time, of whom three may be in the early years age group. There are currently six children on roll, of whom two are in the early years age group and four are aged between six and seven years. Children are cared for on a part-time and sessional basis.

The childminder lives with her daughter age 11 years. They live in a house in the London borough of Lewisham, close to shops, parks, library and public transport links. There is suitable disability access to the ground floor. All areas of the property are available for childminding. There is a fully enclosed garden available for outside play. The family keep a pet cat. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are enjoying exceptional play and learning experiences. A wealth of attractively presented, stimulating resources and activities are provided, motivating children's interest and desire to explore and make discoveries. Warm and caring relationships are well established, enabling children to feel safe, settled and secure with the childminder. The uniqueness of each child is highly valued, enabling them to develop well as individuals and make excellent progress towards the early learning goals. The childminder has made great strides since her last inspection, through hard work and determination to provide the best possible outcomes for children.

What steps need to be taken to improve provision further?

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

- organising further activities to enhance children's understanding of healthy eating
- organising further activities to enhance children's awareness of positive behaviour.

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting because the childminder has a strong understanding of child protection issues. She makes sensitive enquiries of any concerns she has, such as noticing any marks or changes in behaviour and records

diligently. The childminder knows how to follow appropriate procedures and make a referral should she be worried about a child. Risk assessments are thorough and detailed, ensuring all aspects of the environment and equipment are checked, with suitable measures in place, so that children freely explore and play safely. Children are enjoying a superb range of resources and activities supporting learning and appreciation for racial and cultural differences. Books, stories, role-play and community activities are enabling them to explore and discuss diversity, develop a positive identity and feel good about themselves. Resources are exceptionally well deployed in the home setting, so that children are enjoying a wealth of learning experiences across all six areas. They have some wonderful opportunities to enjoy playing in the garden with the childminder, such as games involving kicking and throwing balls and planting and growing tomatoes and strawberries. The childminder has thoroughly evaluated all aspects of her provision. She has hand written in much detail her reflections, with the principles of the Early Years Foundation Stage at the heart of her childminding arrangements.

The childminder is very organised and efficient with all aspects of paperwork and record keeping, so that the setting is led and managed exceptionally well. She drives improvement through further training and has now achieved both NVQ Levels 2 and 3 in childcare and early education. The childminder is approved by the NCMA as a 'quality assured NCMA children come first childminding network', accredited to offer early years education. She drives improvement through her desire to provide the highest quality play and learning experiences, so that children are happy, thriving and making exceptional progress. Partnerships are well established, ensuring that children's all round needs are met effectively. Parents and carers are actively engaged in all aspects of children's welfare, learning and development. Letters, notes, emails and text messages are regularly exchanged, regarding observations of attainments and progress. Discussion and sharing of information is ongoing, for example, a child's progress with speech and language, with plans to provide lots of opportunities for listening, reading and expressing themselves. Parents and carers actively contribute to records regarding progress from starting points and next steps planning, and older children are also encouraged to provide feedback of their experiences in the setting.

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

Children are very happy, confident and highly motivated, with a real passion for learning. They are excited by the activities and resources offered, because they are attractively set out, encouraging exploration and discovery. Play activities inspire children's imagination, such as the dinosaur play set, landscaped with real plants in a large tray of compost with rocks and pebbles. The childminder consistently builds on children's interests to encourage skill acquisition, such as ball games in the garden and then adapting the activity for indoor play. Children particularly enjoy role-play, confidently acting out their life experiences, such as playing 'going to the market'. Activities offered are carefully tailored to children's individual learning needs, following on from starting points, so next steps learning help children make continuous progress. Records, such as 'tracker books', monitor children's attainments against the early learning goals, ensuring planning bridges any gaps in

learning. Children's learning journey scrap books also provide strong visual images of activities across all six areas of learning, such as photos and samples of artwork, providing comprehensive information regarding children's progress and development.

Children are enjoying and achieving and developing skills for the future, because an exceptional range of activities, both in the setting and out in the community, build on their specific likes, interests and learning styles. Children feel safe and secure, because they have bonded with the childminder, are confident and readily able to approach her, expressing their needs and feelings easily. Children make a very good contribution to the setting, such as taking turns at setting the table for meals and clearing away after. They each have a colourful chart and are rewarded with stickers for good listening, helping, sharing and tidying. Children discuss and record as a group, desirable behaviour and house-rules. Their ideas are mostly based on what they should not do, such as no rude words, no jumping on furniture and no talking with their mouths full, as oppose to what is positively desirable, such as using kind words, sitting nicely and so on. Children enjoy nutritionally balanced meals and snacks and understand which foods are beneficial to their health, such as fruit and salad vegetables, although are not specifically talking about or monitoring the importance of five-a-day. Children are adopting healthy lifestyles through great opportunities for fun activities outdoors, lots of exercise, fresh air and sunshine, promoting their well-being.

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

How effectively is the Early Years Foundation Stage led and managed?	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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