

Inspection report for early years provision

Unique reference number	EY342860
Inspection date	05/11/2009
Inspector	Gulnaz Hassan
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 registered in 2006. She lives with her husband and their three young children in the London borough of Hackney. They live in a two bedroom ground floor within a converted house in the London borough of Hackney. Minded children have access to the sitting room and kitchen. A secure garden is available for outdoor play.

The childminder is registered to care for a maximum of three children under eight years, of whom no more than one may be under one year. She is currently minding one child in the early years age group. She is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association and of a local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets the needs of children in the Early Years Foundation Stage (EYFS) commendably. Children are making excellent progress in all areas of their learning and development and their welfare is exceptionally well promoted. The promotion of inclusion is exemplary. The childminder supports all aspects of inclusion very well, including children's individual backgrounds and their understanding of the wider community and disability. The childminders capacity to maintain continuous improvement is tremendous. Since registration the childminder has attended a large number of training courses that have had a positive impact on the quality of her practice. The childminder is a member of a childminding network and works effectively with her network mentor further helping to raise her standards very effectively.

What steps need to be taken to improve provision further?

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

- continue to promote children's investigation and exploration of science and knowledge and understanding of the world

The effectiveness of leadership and management of the early years provision

All major aspects of the steps taken to safeguard children are exemplary. For instance, the risk assessments in place are extensive and every detail of safety, including emergency and contingency arrangements, have been considered fully and implemented. The childminder's knowledge and understanding of child

protection issues and procedures is excellent and this is reflected in the extensive policies and procedures in place which further safeguard children. There are excellent systems in place that promote children's good health and well-being, including the steps taken to encourage healthy eating. In addition, there are rigorous hand washing and cleanliness procedures in place that are enhanced by the childminders level two training in food and hygiene. The record keeping and documentation, that is required for the safe and efficient management of the childminders organisation is very well maintained. Her systems are highly efficient and sophisticated. For instance the quality of her observations and assessments are so superior that they are used as tools to support other organisations.

The childminder has ensured that every single aspect of her organisation is consistently effective and leaves no room for errors. The childminder has worked exceptionally hard to achieve remarkably high standards. She has attended training to complement the needs and interests of the individual children she looks after. For example, in 'Active learning' and 'planning activities for children'. The childminder continually evaluates and reflects on her practice and her self-evaluation is extremely effective in supporting and defining her knowledge and understanding of the EYFS. The childminder sets herself targets for improvement and organises her year by arranging training to support her targets and researches other methods to gain knowledge, for instance by communicating with the teachers at the local children's centre.

Furniture, equipment and resources are of high quality and suitable in meeting the needs of children cared. For instance the childminder organises the play materials and resources so that they are inviting and conducive to learning. She obtains and sources play materials and equipment to support children's interest and to stimulate their learning. She is always investigating resources and play materials to support the areas of learning even further. For instance the childminder has identified that large magnifying glasses will help children to identify bugs and mini beasts in the garden more effectively. As a result she has set herself an action to source and obtain further equipment to support children's exploration and investigation of nature and science.

The childminders attention to inclusive practice is inspirational. The childminder has attended a large number of courses so that her understanding of inclusion, equality of opportunity and diversity is outstanding. She effectively promotes equality and diversity so that children demonstrate a developed sense of awareness about diversity, religions, life styles, cultures and disability.

Most aspects of working in partnerships with parents are outstanding. For instance, as well as a daily two way flow of information, weekly meetings enable parents to discuss children's learning and achievements in greater detail. This includes written information about the areas of learning covered by children during the week. The childminder has well established systems in place that enable parents to contribute ideas and suggestions about their children's learning and development. The childminder has very good professional relationships with other settings who are delivering the EYFS for children in her care. By exchanging information with the other settings she helps to ensure children's progression and continuity of learning and care.

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

Children are making excellent progress towards the early learning goals and they show exceptionally good attitudes to learning. The weekly planning for learning and development is clearly based on the areas of learning and on children's individual interests and recent experiences. For instance, children's interests in making models of transport vehicles, such as cars and aeroplanes is extended by obtaining books and photographs of vehicles to enable children to examine objects in closer detail. All areas of children's learning are developing very well. For instance, children calculate the pieces of fruit they have eaten and make corresponding marks on a chart. In addition to a wide range of planned activities, children enjoy initiating their own play, for instance children engage in pretend and imaginative play in the home corner enthusiastically. During such times, the childminder engages in sustained shared thinking with the children to further develop their ideas and levels of critical thinking, for example when children are playing with magnets and metal marbles the childminder supports their developing understanding of scientific reactions. The childminder uses as many opportunities as possible to encourage children's development. For instance, during walks they identify the different vehicles they pass such as vans and taxis', they look at road works, and take photographs of their route with all the identifying features to look at again at home. Children photographically record the life cycle of plants, such as tomatoes, including the planting of seeds, the watering, caring and tending to the last stage when children pick the tomatoes cut them and eat them. There are excellent systems in place to observe and document children's progress and capabilities; these include effective plans for the next steps in children's progress. Children have access to a very good range of resources, play materials, art and objects that reflect diversity, different cultures and disability. The systems in place to generate regular and planned discussion and understanding of diversity, differences, similarities and the wider community are very well developed. For instance, children know about the special aspects of the childminder's own cultural practices which they enjoy implementing, for instance at meal times. Children are encouraged to learn about other languages and they are familiar with words and phrases of the childminders respective language. Children's own backgrounds and individual needs are well incorporated into the setting so that children celebrate Christmas and Easter and other special occasions that interest them, such as Halloween. The childminder knows children very well this enables the childminder to support children's emotional well-being very effectively. This means that children are exceptionally well settled and secure with the childminder. Children frequently express how happy they are with the childminder and demonstrate high levels of self-esteem and confidence.

The childminder demonstrates rigorous levels of commitment and dedication to promoting children's understanding of health and safety. For instance, the childminder has wall displays that help children understand different aspects of health and safety, such as crossing the road safely, holding hands and listening for traffic. Pictorial signs in the bathroom help to remind children about the correct hygiene procedures that can help prevent ill health. Risks and hazards are

sensitively discussed with children so that their sense of safety is well developed without undue fear of situations. For instance, children know the reasons for the twice monthly emergency evacuations procedures because the childminder explains to them the purpose of being prepared for all eventualities. Children are learning about the benefits of healthy foods, through a range of activities and discussions. A 'Five a day' chart is independently completed by children each time they have a piece of fruit, vegetable or salad during the day helping them to take responsibility for their own health and diet. Children enjoy physical exercise and outdoor play; they play in the garden using a variety of outdoor play equipment. They enjoy walks to play group and visit the park to vary their routine and physical activities. Children behave very well and they help to take responsibility, for instance for preparing meals and tidying up.

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