

Inspection report for early years provision

Unique reference number	EY362507
Inspection date	18/03/2010
Inspector	Jeannette Waring
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 lives with her partner and four-year-old daughter in a two-bedroom flat. The flat is located on the fourth floor of a tower block on a housing estate in Woolwich. Access to the flat is provided by lift and a stairwell; there is ramp access to the building. There is no outside play space but both Maryon Park and Maryon Wilson Park are located close by. Shops, schools and Woolwich Dockyard mainline train station are all within easy walking distance. Children use the lounge, a large, square hallway and one of the bedrooms for their main play space. The family have three gerbils; they also have some fish in a covered tank.

The childminder has been registered since October 2007 and is included on the Early Years Register and both parts of the Childcare Register. She may care for a maximum of three children under eight years, two of whom may be in the early years age group at any one time. There are currently five children on roll, four of whom are in the early years age group. Some of the children attend on a part-time basis. The childminder is a member of the National Childminding Association and has almost completed her National Vocational Qualification at level 3 in Children's Care, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has a thorough knowledge of the Early years Foundation Stage and all children make excellent progress in their learning and development because she understands their individual needs and interests exceptionally well. All children and families are made to feel welcome and valued by the childminder and as a result, children feel good about themselves and thrive in her care. Children's health, safety and wellbeing are extremely well promoted and all aspects of the childminder's work are underpinned by comprehensive policies, procedures and meticulous record keeping. Rigorous self-evaluation allows the childminder to make continuous improvements to her practice, resulting in excellent 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:

- develop further knowledge of relevant food hygiene legislation including the requirement to register with the Local Authority Environmental Health Department.

The effectiveness of leadership and management of the early years provision

The childminder's professional, organised and caring approach to her work ensures that children's safety is given the highest priority. She regularly updates her safeguarding training to ensure that she is fully aware of local procedures and a comprehensive safeguarding policy, which is shared with parents, underpins this. Thorough risk assessments, which are regularly reviewed, keep children safe and allow them to develop their independence as they move confidently around her warm and welcoming home. There are also very good arrangements in place to ensure that children's health and wellbeing are promoted. The childminder has recently obtained the 'Safer Food Better Business' pack for childminders but has not yet registered with the Local Authority Environmental Health Department as a food premises.

Partnerships with parents are highly developed and a key strength. The childminder ensures that she has detailed information about each child's family background, needs and interests. She provides all new parents with detailed information about her setting and notice boards contain more information, such as weekly activity plans and suggestions of how parents can extend these activities at home. The childminder discusses children's starting points with parents when children join her setting and then links these to the early learning goals, so that she can begin planning for children's learning from the start. Parents' views about their children's care, learning and development are regularly sought and the childminder incorporates parents' observations into her planning. She shares children's progress records with parents on a regular basis and a daily diary informs them about their children's day. The childminder also works very closely with other professionals to ensure that all children receive good continuity of care and excellent support for their learning. For example, she works closely with local authority staff to ensure children on a pilot project are well supported. She also demonstrates a very good understanding of the importance of working in partnership with other settings and has provided some shared curriculum forms ready to use when any of the children she cares for join a pre-school or nursery.

The childminder's commitment to the provision of a high quality, inclusive service ensures that all families feel welcome in her home, and all children feel valued. Her books and toys reflect people from a range of cultures, and activities help children to begin to explore elements of their own and each other's traditions, for example, as they celebrate community festivals such as Chinese New Year. Children sometimes bring things from home, such as books that reflect their family's beliefs, which the childminder shares with all the children. This helps children to feel good about themselves and helps other children to understand and respect cultures different from their own.

The childminder demonstrates a high level of commitment to providing good quality care and continually improving outcomes for children. She makes excellent use of the Ofsted self-evaluation form, takes account of feedback from parents and has a very positive approach to training and development. This enables her to build on her strengths and identify areas where she would like to make further

improvements. She has identified a range of training courses which will further extend her knowledge of inclusive practice, for example, 'Dinosaurs and Dolls' and 'Free to be me'.

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

Children are extremely happy and relaxed in the childminder's care because she is warm, attentive and supportive. They feel safe and secure in the very well organised home setting and the childminder builds their confidence through regular routines. She provides a good range of high quality toys and resources, and plans a wide range of stimulating activities across all six areas of learning, which she tailors to children's individual needs. She is always available to join in and support their play. The childminder has devised a very clear observation, assessment and planning system. She uses this to record meaningful notes on children's interests and achievements, links these to the relevant areas of learning and plans activities which thoroughly engage children and help them to make further progress in their learning and development. Children's progress records show that they all make very good progress across all areas, given their starting points. Children from a variety of cultures attend the childminder's setting and she welcomes and celebrates this diversity. She helps children to understand and respect difference by providing positive images in pictures, posters, books and play resources, and by celebrating a range of community festivals.

Children enjoy the activities on offer and relish the opportunity to explore materials for themselves. For example, they had made some shakers using empty water bottles, which they filled with a variety of materials such as rice and twigs and decorated with collage and paint. They enjoyed listening to the shakers, trying to identify what materials made each sound and watching the paint as it dripped down the side of the bottle as they tried to spread it. They love listening to stories and routinely select favourite books to share with the childminder, such as 'The Snow Bears'. The childminder reads to children as they cuddle up on the sofa. She actively engages them in the story, skilfully asking questions which help children to recall and retell parts of the story and introducing some basic counting skills as children count the three little bears hidden in the snow.

Children use their imagination well as they enjoy pretend play with the play kitchen or with a selection of dolls. They are able to concentrate very well, for example, as they put together a large floor puzzle of 'The Gruffalo' with the childminder. They are learning to keep their play space tidy as they carefully pack away the puzzle when they have finished and take it back into the bedroom. The childminder expertly uses daily routines to support children's learning, for example, as they help her to prepare their snack. Even young children enjoy cutting up the fruit and the childminder uses language such as 'bigger' and 'smaller' which helps to introduce children to simple mathematical language.

Children are actively encouraged to adopt healthy lifestyles as they enjoy the range of nutritious meals and snacks on offer. Although there is no garden, the childminder ensures that children have many opportunities for physical play in the

fresh air. She regularly visits the local parks where children enjoy games and use the large play equipment. They also enjoy exploring elements of the natural world in the petting farm at one of the parks. Risk assessments for outings ensure children are safe, and children learn how to stay safe as the childminder teaches them how to cross roads. At home they practice fire drills regularly and recently enjoyed a visit from the Fire Brigade who came to talk to them about fire safety.

Children are very well behaved. The childminder has some simple positive house rules which they understand. She gives children clear messages about what she expects of them with simple explanations, and as a result children are learning to be self-disciplined. Children have very good self-esteem because the childminder uses praise and encouragement, and recognises and celebrates each child's strengths and achievements. Examples of children's work are valued and displayed on the walls, helping all children to feel proud of their achievements. Because the childminder has such an exceptional knowledge of each child's background and needs, and because she nurtures them with warmth and care in an enabling environment, they all flourish and make rapid progress in their learning and development.

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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