

Inspection report for early years provision

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Inspection date	15/12/2011
Inspector	Gillian Cubitt
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 2008 and lives in a ground floor flat in the East Dulwich area of Southwark. She lives with her husband and four school-age children. Minded children have access to all areas of the home except one bedroom. There is a communal garden available for supervised outside play.

The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of three children under eight years may be cared for at any one time. Of these, no more than three may be in the early years age range. She is currently minding three children in this age group. The childminder works with her husband who is her assistant. When working with an assistant, she may care for no more than six children under eight years at any one time. The childminder collects children from the local school and regularly attends childminder groups. She is qualified in Childcare, Learning and Development to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle exceptionally well and are happy, confident and eager to learn. They make good progress in their learning. The provision for their safety and welfare is high. All children are valued and this is reflected in the strong partnership with parents and in the planning of activities that fully support their learning and development. The childminder is aware of working in partnership with others and has made some progress in this area. The childminder has a strong commitment to continuous improvement through training. Overall, self-evaluation enables her to review and adapt her service to meet the evolving needs of the children and their families.

What steps need to be taken to improve provision further?

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

- improve knowledge of working with children with disabilities and/or special educational needs to ensure the provision is fully personalised when the need arises
- strengthen partnerships with other provisions who deliver the Early Years Foundation Stage framework to help ensure continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder's effective policies and procedures underpin the high standard of service the children receive. These are shared with parents and include her responsibility to contact the appropriate agency if she has concerns about children in her care. Furthermore, the childminder has recently updated her safeguarding training to ensure her systems are secure. She also ensures her assistant takes advantage of training so he is able to provide effective support.

The childminder is passionate about improving her service and, through her continuous self-evaluation, she has made good progress. Since the last inspection she has completed a relevant Early Years qualification and has regularly attended training to update her skills that impact on the service she provides for children. For example, she has developed excellent systems for observing and monitoring children's progress. She assesses children progress and learning well and shares this effectively with parents. She provides an inclusive environment, but recognises a gap in her knowledge about caring for children with special educational needs and/or disabilities.

The childminder promotes equality and diversity well by noting children's individual needs, as well as their starting points in their development and learning. This enables her to plan effectively and build upon what children already know and can do. The 'learning journey' folder is shared with parents who state that they have an excellent partnership. The childminder keeps them informed in many ways. Each child's daily diary goes home with parents, where they also make their comments, which ensures the continuity of care. Parents feel confident to discuss their views with the childminder at any time and they are pleased to complete satisfaction questionnaires. They say their children are extremely happy and they love to go to the childminder. Parents also remark on the organisation of the diversity of activities that the children enjoy. The childminder's deployment of resources is extremely good. She makes highly effective use of the space in her home and provides children with high quality toys as well as a weekly programme of outings to develop their confidence and extend their learning. The childminder has begun to establish links with other professionals involved in delivering the Early Years Foundation Stage but these systems are not yet firmly embedded to provide continuity of care.

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

Children benefit from being in the care of the childminder and her assistant. This is reflected in happy, confident and contented children. They play in an environment that is adapted to their needs, moving confidently between two rooms to choose their toys. Children also benefit because the childminder carefully plans activities, linking into the six areas of learning, while following their interests. Children show affection for the childminder, offering her cuddles and delight in her response.

They all sit on the carpet and happily sing rhymes with props which fully involve the children. They make very good progress in their language and communication. They eagerly repeat words the childminder says, and remind her Humpty Dumpty falls off the wall. Children are captivated by stories, especially when the childminder uses 'persona' dolls and puppets to bring stories to life. Children have many opportunities to develop an understanding of equality and the diversity of the world around them because the childminder teaches them about other cultures, religious events and the social world through planned topics and outings.

Children make significant progress through helping the childminder with her allotment. Here, they learn about growth by planting seeds and the process of feeding and watering. The children's health, physical skills and social awareness develop as they enjoy being part of worthwhile outside activities where they see nature evolve including promoting their fascination for observing ladybirds and bugs. Children also benefit because the childminder includes fresh home-grown vegetables and salad as part of their menu plan. This significantly enhances children's understanding about their own health. Together with the childminder's attention daily routines, it enables children to develop excellent health and hygiene practices.

Children's safety within the home is outstanding. Children show they feel extremely secure and there is an exemplary level of interaction between the childminder and children. Trips to parks provide children with excellent opportunities to learn about risk-taking, as they climb play equipment safely under the childminder's supervision. The childminder also takes advantage of highly successful outings to the local fire station. This opportunity follows children's interest in fire engines, to teach them more about their own safety and reinforce the messages they have learnt when they practice fire evacuation at her home. Children learn about the hazards of traffic through an excellent programme of activities and games which the childminder incorporates into her planning for safety awareness. The childminder is a good role model. She is cheerful, caring and committed to helping children become confident by giving them praise when they do well and providing careful explanation about how to behave. Children positively respond to the house rules such as taking shoes off indoors and all children show enthusiasm for helping the childminder to tidy their toys. This all contributes to the good outcomes for children.

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	1
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	3
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	1
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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