

Inspection report for early years provision

Unique reference number	EY372996
Inspection date	25/03/2011
Inspector	Angela Ramsey
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2008. She lives in a two bedroom flat in the London Borough of Southwark. The whole of the premises is used for childminding. There is also access to a garden for outdoor play. The property is close to local schools, parks and transport services.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time. When working with an assistant the childminder may care for seven children from one year to under eight years; of these, not more than six may be in the early years age group.

There are currently six children on roll, all of whom are in the early years age group. There are no pets on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the caring, stimulating and welcoming environment provided by the childminder and her assistants. The Early Years Foundation Stage framework is implemented well, ensuring that the children develop and progress through the early learning goals and achieve in reaching their individual potential. Effective channels of communication have been established with parents and other providers of the Early Years Foundation Stage. Parents are kept informed of their child's development and achievements. The childminder strives to continually make improvements to her service. This is achieved through completing of Ofsted's self-evaluation form, which is used to monitor and identify areas of strengths and weaknesses. The childminder attends training to further improve her knowledge of child care practices and initiatives.

What steps need to be taken to improve provision further?

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

- check all fire detection and safety equipment is in working order and fit for use, especially the fire blanket in the kitchen

The effectiveness of leadership and management of the early years provision

The childminder has devised and provided parents with copies of her policies and procedures which underpin her practice. Children are safeguarded by the

childminder's excellent knowledge and understanding of her role in protecting children. She is aware of the possible signs of abuse, the importance of recording her concerns and she is aware of which agencies to contact if a referral needs to be made. Safety is viewed as a priority for example safety gates and smoke alarms are in place and are in working order. Regular fire drills are carried out with the children the details of which are recorded. Risk assessments for her home, garden and outings are conducted and the childminder takes effective steps to prevent accidents. However, although a fire blanket has been obtained, this has not been fixed to a suitable position to ensure easy access.

Positive and trusting partnerships with parents have been established. Parents are kept well informed about all aspects of their own children's, well being and development. The childminder has a clear commitment to her professional development and puts her self forward to update her knowledge and skills through training. She has also completed Ofsted's self-evaluation form which highlights her areas for improvements.

Through discussions with parents the childminder actively promotes equality and diversity. She works closely with parents and she becomes familiar with each child's individual needs, such as their likes and dislikes with regards to food and sleep routines. The childminder understands the importance of promoting equality and diversity. She has books that reflect diversity and uses these, as well as discussions with the children to explain in a way children will understand the positive consequences of valuing and respecting others. Children are also able to play with dolls, small world figures and complete puzzles that depict people with additional needs.

Parents are also kept informed of their child's development. Systems to observe and assess children's progress are in place; these identify learning priorities and plan relevant and motivating learning experiences for each child. Some children in the childminder's care receive education and care in more than one setting. For example a child may also attend a nursery class or school. The childminder ensures that relevant information is shared with teachers and other members of staff to ensure continuity and coherence.

Resources are well deployed and easily accessible in containers and on low shelves enabling children to make choices about what they want to play with. The environment both indoors and outdoors is conducive to learning and support children's learning and development.

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

Children are happy, secure and settled in the childminder's care. She has created a comfortable, welcoming and child-centred environment both in her home, garden and log cabin where children are able to enjoy the activities on offer. Resources are easily accessible and the childminder provides a wide range of experiences and learning opportunities which stimulate and challenge children's knowledge and

understanding.

The childminder organises outings to local one o'clock clubs, parks, museums and the library. She has implemented a system to monitor children's development and progress using the Early Years Foundation Stage framework. The observations identify how children's next steps in learning will be targeted. Photographs and children's examples of their creative works are also included

Children take part in an excellent range of stimulating and interesting activities they have high levels of confidence and approach tasks independently. Toys and resources are well deployed enabling children to choose the toys they wish to play with. Children enjoy being creative as they sit and draw. Children's communication, language and literacy is enhanced as they develop a healthy interest in books. The assistant sits with the children and encourages them to point to and name the objects in the illustrations. Children also love to investigate toys, pushing buttons, opening flaps working out that one action has an effect on others. Children's knowledge and understanding of the world is emerging as engage in projects such as learning about different countries. Older children know their alphabet, days of the week and the months of the year. Some children are also able to complete basic addition and subtraction. The childminder and her assistants also plan and provide cooking, music, movement and dance sessions.

Children's behaviour is appropriately supported. If required, the techniques used are suitable for the age and stage of children's development, for example, distraction and explaining to children in language they understand why the behaviour is not acceptable.

Children's welfare is safeguarded because the childminder and both assistants have up-to-date knowledge of first aid. A written procedure is in place which details the procedure to be followed if a child becomes ill. Records are also kept of any medicines administered. Parental permission to seek emergency advice or treatment has also been obtained.

Children's good health and well-being are supported and positive steps are taken to prevent the spread of infection. The childminder's home is clean and the children are taught the importance of hand washing. During this inspection one child proudly told the inspector that he had used sanitizer to clean his hands. The childminder has devised menus which include healthy and nutritious meals and snacks. The childminder also ensures that children drink water during the day. After meals children like to help by cleaning the tables, sweeping the floor, before brushing their teeth and having their afternoon nap.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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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