

Inspection report for early years provision

Unique reference number	EY379743
Inspection date	19/03/2012
Inspector	Josephine Geoghegan
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 the West Norward area of the London Borough of Lambeth. She lives with her husband and three children of school age. The childminder is also a registered foster carer with the local authority. Children have access to all areas of the home. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for maximum of six children under eight years at any one time. Of these, three children may be in the early years age group. The childminder is also registered to provide overnight care for one child under eight years of age. The childminder currently has one child on roll in the early years age group who attends on a part time basis. The childminder holds a National Vocational Qualification in childcare at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Highly effective systems are in place to help ensure the welfare and learning needs of all children in the Early Years Foundation Stage are met. Overall, the childminder's skilful interaction, adult-led activities and outings extend children's learning potential extremely well. She forges highly successful partnerships with parents to meet the children's individual needs. The childminder shows an excellent capacity to maintain continuous improvement. She actively uses methods of self-evaluation, risk assessment and evaluations of the educational programmes to consistently improve 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:

- extending further the use of puppets and other props to encourage listening and responding when singing familiar songs.

The effectiveness of leadership and management of the early years provision

The childminder has highly robust systems in place to help safeguard children and promote their welfare. The childminder has attended relevant safeguarding training. She has clearly written policies and procedures in place so that she is able to take prompt action if she has any concerns regarding children's welfare. In addition, all required documents are used and stored appropriately providing clear

records that help safeguard children's welfare. The childminder shows high regard to promoting children's safety. She conducts regular risk assessments of the home and prior to any outings. Although no children currently attend any other educational settings the childminder has experience of working in partnerships with other professionals. The childminder promotes equality and diversity extremely well and this is embedded in her practice. She shows high regard to catering for children's individual needs and plans a broad range of activities and outings that help children learn about all people in the community. Children also use a good range of toys and books that promote positive images of people.

The childminder works extremely closely with parents so that they develop a consistent approach to supporting children's learning and development. She keeps parents continually well informed about their children's progress and all events of the day. The childminder adopts a professional approach to her childminding service. She shows an exceptionally strong commitment to driving improvement by thoroughly evaluating all aspects of her service. She clearly identifies her strengths, learning needs and aspects of her service that she plans to improve. The childminder deploys resources exceptionally well. She ensures no time is wasted during planned adult-led activities and free play; as a result children are constantly engrossed in purposeful play. In addition, she responds positively to children's spontaneous interests and seamlessly guides and extends children's learning.

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

Children are extremely enthusiastic and interested to learn. They benefit from a well-organised learning environment where toys and books are easily accessible and reflect all areas of learning. This enables children to develop their independence as they make choices and follow their own interests. Toys and books are of high quality and reflect the age and abilities of the children attending. Excellent use is made of space to promote children's learning. For example, a variety of educational posters are displayed at low level, which children enjoy looking at with the childminder as they discuss the letters, colours and shapes. In addition, the childminder has made posters of photographs of children participating in activities and outings, which promotes children's sense of belonging. The childminder has developed excellent methods of tracking children's progress. She makes systematic observations of children during play that are linked to the expectations of the early learning goals. The childminder then identifies children's priorities for learning and uses this information to plan the activities and outings for the following week. In addition, she evaluates the weekly planning. Therefore, children benefit from an excellent cycle of observation, assessment and planning, which promotes their learning needs effectively. Children benefit from a broad range of learning opportunities including time for free play, adult led activities and frequent outings. For example, they enjoy trips to the local children's centre and library, which enable them to socialise and learn about the environment in which they live.

Children have excellent opportunities to adopt healthy lifestyles. They are highly involved in learning about how food grows as they help the childminder to tend to the large vegetable patch. Children gain regular exercise and opportunities to enjoy fresh air. For example, they use a variety of outside play equipment in the garden and go on frequent outings to local parks. Children's good health is also promoted as the childminder offers a variety of healthy snacks and children know to help themselves to their drinking water. The childminder shows regard to maintaining appropriate food safety standards regarding any home cooked meals that are provided by parents. Children are developing extremely good hygiene habits through excellent routines, such as not wearing their shoes in the home and appropriate hand washing.

Children feel safe as they are supported extremely well by the childminder in developing their awareness of safety issues. For example, they learn to consider the hazards relating to any toys they are playing with on the floor. In addition, they participate in regular evacuation drills, enabling them to become familiar with the procedures to follow in an emergency. Children show highly secure relationships with the childminder. They freely approach her if they are tired or upset and snuggle in for cuddles. As a result, they feel safe and secure in the childminders care. Children make an extremely positive contribution to their learning environment as they use resources purposefully and help to put them away after use. They also respond well to consistent praise, actively follow the daily routines and show an awareness of the childminder's expectations of their behaviour.

Children's learning is supported exceptionally well by the childminder. She actively engages them in activities that enable them to enjoy, achieve and develop excellent skills for the future. Children enjoy stories with the childminder and develop their vocabulary as they name the pictures. They make extremely good connections, for example, they find a toy frog after looking at the frog in the book. The childminder is very mindful of children's attempts at speaking and successfully engages them in conversations and uses puppets to extend their language skills. Children join in song times while at children's groups and use a range of musical instruments with the childminder to develop their awareness of sound and rhythm. However, they do not currently have as many opportunities to build up a range of familiar songs in the home. Children develop their problem solving skills, for example, as they use a variety of puzzles, construction sets and train sets. They are developing a highly secure awareness of technology as they can independently use programmable toys. They enthusiastically imitate adults while using the real old computer keyboard and telephone. They develop their free creative expression while using paint, collage and drawing materials. They also enjoy exploring the treasure box created by the childminder. As a result, they handle a wide variety of household objects and explore a variety of textures and materials. Overall, the outcomes for children are promoted exceptionally well. As a result, children are happy in the childminder's care and are making excellent progress in all areas of learning.

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	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	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----