

Inspection report for early years provision

Unique reference number	EY415319
Inspection date	13/04/2011
Inspector	Christine Hodge
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 was registered in October 2010. She lives with her husband and two children, who are aged six years and 22 months in a three bedroom house in Lee, in the London borough of Lewisham. All areas of the home are registered for childminding purposes although currently children are mainly cared for in the lounge on the first floor. There is fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of four children under eight years and of these, no more than two may be in the Early Years age group, and of these no more than one may be under one year of age at any one time. There is no provision for overnight care. She is currently caring for one child in the Early Years age group. The childminder attends local toddler groups with minded children and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder demonstrates a highly professional approach to caring for children. She provides a warm, welcoming and stimulating home environment in which children are happy and settled. Her excellent knowledge of the children's home backgrounds, individual needs and starting points, together with strong partnerships with parents, ensure that children are able to make excellent progress in their learning and development. Children's welfare and safety is given high priority and is underpinned by well documented policies and procedures that are shared with parents. The childminder is committed to continuous improvement and providing outstanding 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:

- implementing any improvements as identified through self-evaluation

The effectiveness of leadership and management of the early years provision

The childminder is very conscientious about all aspects of her childminding provision. A strong emphasis is placed on children's safety. The childminder is well informed about child protection issues in line with Local Safeguarding Children Board procedures. Her comprehensive safeguarding policy ensures that both she and parents fully understand her role and responsibility to record and report any concerns. Daily safety checklists and more comprehensive risk assessment carried

out both within the home and for outings ensure that hazards are identified and all necessary safety precautions are put in place. Emergency evacuation procedures are practised with children and help to ensure that children are kept safe. The childminder holds a valid First Aid certificate and all adults living on the premises have been appropriately vetted. All required documentation is readily available, well maintained and confidentially stored.

The childminder's home is very well organised, allowing children to be active and independent learners. Children can choose what they want to play with from an extensive range of good quality, age appropriate, toys and books which include positive image resources to help children learn about difference and diversity. Play resources are clearly labelled with words and pictures helping to promote children's understanding that text carries meaning. The childminder welcomes all children and families into her home. A record of children's likes, interests, routines and starting points is completed by parents prior to the settling-in period. This provides the childminder with lots of information to help her support each child's individual needs. The childminder establishes close relationships with parents and works in partnership to provide consistency and continuity in children's care. She provides parents with excellent information about her all aspects of her childminding practice, through the use of parent packs containing her policies and procedures. There is also an attractive display in the hallway and a parent folder containing information about relevant childcare issues as well as local events and activities. Verbal exchanges of information and contact books ensure that parents are kept well informed about their child's daily activities, routines and progress. The childminder has a very positive attitude to working with other Early Years professionals when there is shared care.

The childminder is committed to providing a high quality service and continually improving her own knowledge and understanding of childcare practices. She has attended registration training and many other relevant courses and workshops. She is keen to attend further training and regularly meets up with other childminders to share good practice. The childminder makes very good use of self-evaluation in order to identify areas for future development and to help her maintain continuous improvement. Future plans include introducing parent questionnaires, and adapting the ground floor study into a play room. This extra space will enable children to have greater access to the garden and improve free flow between indoor and outdoor play areas.

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

Children settle quickly and develop close relationships with the childminder and her family as she has effective, well-trying, settling-in procedures and she is warm and responsive in caring for the children's individual needs. The childminder demonstrates a good understanding of the Early Years Foundation Stage (EYFS) and ensures her planning covers the six areas of learning. She observes the children and makes meaningful notes about their abilities, skills and interests. She monitors their progress against the expectations of the Early Learning goals and

she plans activities that she knows children will enjoy and that will help them to make progress.

Children feel safe and secure because the childminder provides them with familiar routines and positive relationships. The daily routine is planned around the younger children's routines for eating, sleeping and playing. Children happily explore their surroundings and help themselves to the toys in the secure knowledge that the childminder is constantly on hand to give support and reassurance when needed. Children have great fun sitting on the floor with the childminder to look at books and to investigate with the vast selection of cause and effect toys and musical resources. The childminder fully promotes their early language skills by consistently talking to them, singing familiar songs and rhymes, and reading stories. Younger children are beginning to vocalise and imitate adults as they confidently press the buttons on the musical books and try to join in the actions to their favourite nursery rhymes. Children have excellent opportunities to develop their creativity and imaginations using a wide range of art and craft resources and through role play and musical instruments. They enjoy activities such as painting and drawing, as well as using materials such as cornflour, shaving foam and sand, to develop their early writing skills. Children learn about the community and wider world on regular outings to various groups where they socialise with other children and take part in activities different to those provided at the childminder's home. They also enjoy trips to the local park and public library.

Children's welfare is effectively promoted through high standards of cleanliness and hygiene in the childminder's home, together with comprehensive policies and procedural documentation. Children are encouraged to adopt healthy lifestyles by learning good personal hygiene routines, eating healthy meals and snacks, and taking part in regular physical activity. Indoors, babies have lots of space to crawl around and there is suitable furniture for pulling themselves up, thus encouraging their physical development. The childminder walks to and from the local school, and often stops off at the park on the way home to ensure children have fresh air and exercise. Provision is made for children to sleep and rest during the day if required. The childminder encourages positive behaviour by giving children lots of praise and encouragement and by fully promoting their social and independent skills. Babies and young children are content and settled because their emotional, physical and dietary requirements are fully met.

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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