

Inspection report for early years provision

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Inspection date	04/01/2012
Inspector	Claire Douglas
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 2011. She lives with her husband, mother-in-law and three children aged 14, 13 and 21 months old. The family live in a three bedroom first floor maisonette in Streatham, in the London Borough of Lambeth. All areas of the home are used, except for the main bedroom. There are no garden facilities; however, the childminder takes children out for daily trips in the fresh air. The setting is close to the library, shops, parks, schools and local transport links.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for three children under eight, two of whom can be in the early years age group; and of these one may be under a year old. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years.

The childminder supports children with special education needs and/or disabilities, and children who are learning to speak English as an additional language. The childminder speaks English, Urdu, Hindi and Punjabi and holds an Advanced Diploma in Childcare and Education. Access to the setting is by a flight of stairs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively promotes all aspects of children's welfare, learning and development. Children are safe, welcomed as part of the family and well cared for in her warm, very well-resourced, highly inclusive home. Good relationships with parents ensure that the childminder knows children well and provides the meticulous care and support they need. Overall, the childminder reflects well on the service she provides, ensuring that priorities for development and areas for continuous improvement are identified and acted on, resulting in a provision that is responsive to the needs of the children she cares for and their families.

What steps need to be taken to improve provision further?

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

- develop further the system for self-evaluation by including the views of children, parents and other agencies, to assist in the identification of strengths and weaknesses, providing an additional focus for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a very clear understanding of her responsibilities towards the children in her care, and effectively safeguards their welfare. She knows what steps to take if she has concerns about a child and has completed child protection training. She keeps all of the required records that promote children's health, safety and well-being. Robust risk assessments ensure that children are safe in the home and when out and about. The childminder's home provides children with well organised space to play. Access to a wonderful variety of age appropriate, highly inclusive, quality resources and play materials supports children's development and learning well. For example, children play with puzzles which represent all aspects of society. They act out play situations with a selection of dolls including a doll in a wheelchair, a sight impaired doll with glasses and a doll wearing a Hijab scarf. The childminder works closely with parents, ensuring she has appropriate knowledge and thorough understanding of each child's backgrounds and needs, to aid the exceptional promotion of equality and diversity. For instance, key words from one child's home language are displayed around the setting, enabling the childminder to ask questions in the child's own language.

Parents are warmly welcomed into the home; they are kept well informed through daily discussions and written feedback, as well as having their own handbook with copies of a range of well-written policies and procedures. Parents' comments show they are happy with the service provided, for example, 'I am thoroughly happy with the level of care my child receives. I am certain that being in such a positive and happy environment is helping my child develop confidence and self assurance.'

The childminder builds effective partnerships with other professionals where appropriate, for instance, when attending toddler groups and the local children's centre. Local training opportunities to develop and extend her practice are planned into the year. The childminder has begun to evaluate her service well. However, the views of children, parents and other agencies are not yet used to further help identify strengths and weaknesses, providing an additional focus for improvement. The childminder has already developed the service since registration leading to improved outcomes for children. For instance, developing the opportunities for physical development indoors provides children with further opportunities to extend their physical skills, self-confidence and personal, social and emotional development.

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

Children are happy, settled and at home in the childminder's care and show a very strong sense of belonging. For example, they delight in looking at photographs of themselves and their friends which are displayed around the home. They independently choose toys and resources and move confidently between the rooms to find the activity they prefer. They learn to keep themselves safe when

the childminder talks to them on each outing. They learn about 'the safe place to stop' and how to cross the road safely. The need to keep within the sight of the childminder at all times is gently reinforced. Clear fire safety precautions are in place and children learn about evacuation procedures through discussion and practises to ensure they act quickly in an emergency.

Children adopt good hygiene routines when they wash their hands straight away when they come in from outside and before eating. They benefit from well-balanced meals and snacks that meet their nutritional needs. Children learn about foods that are good for you when the childminder discusses the range of fruit and vegetables they have tasted that day. They enjoy regular exercise as part of a healthy lifestyle, as they go on daily outings to the local parks, library and children's centres. Children take part in a wide variety of well-planned activities and experiences which support their learning and development very well both at the childminder's home and at the range of groups they attend regularly. They make excellent relationships with the childminder and respond well to her warm and caring approach. Their behaviour is good and positively encouraged through praise and discussion.

Activities are very accurately matched to children's interests and abilities. The childminder makes effective observations of children's achievements, and shares these with parents. She then identifies and plans future learning experiences, to ensure activities consistently build on children's existing knowledge and skills. Children are very keen to communicate; they enjoy sharing a range of books together to develop their early reading skills. They learn about shapes, texture and develop early writing skills drawing with their finger in the cornflour. The childminder uses play situations extremely well to develop their understanding as she guides them appropriately with the activities. Children begin to solve simple problems when they work out where the pieces go to complete a range of puzzles. They develop their mathematical awareness through number songs and numeracy resources such as foot prints with numbers displayed all the way up the staircase. Consequently, children develop highly secure skills for their future learning. Children find out about the world around them when they explore the outdoor environment. For example, they stop to observe flowers in the park and count the birds flying by.

The childminder enables children to have a great respect for diversity to help them understand the society they live in. They have an excellent range of resources which reflect positive images of a multicultural society, for example, books, play people, dolls and puzzles. All children are highly valued and helped to develop a very positive attitude to equality as differences are openly discussed when questions arise. The childminder helps the children learn to value various cultures and beliefs when they take time to celebrate festivals. They demonstrate very good independence. . For example, they take off their shoes and hang up their own coats by themselves. Children express their imaginations as they help themselves to creative materials to design and create a masterpiece of their own, or have fun painting their hands when doing a printing activity. Children benefit from a well-balanced daily routine; they are very well occupied and stimulated throughout the day and thoroughly enjoy their time with the childminder.

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	1
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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