

## Inspection report for early years provision

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<b>Unique reference number</b>	EY282092
<b>Inspection date</b>	29/06/2009
<b>Inspector</b>	Debra Davey
<b>Type of setting</b>	Childminder

## 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.

## **Description of the childminding**

The childminder was registered with Ofsted in 2004. She lives with her husband and two sons, aged seven and nine years, in the Charlton area of the London borough of Greenwich. The home is a three bedroom property and the whole property is used for childminding. There is a fully enclosed garden for outdoor play. The family have pet fish.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time and is currently minding four children in the early years age group.

The childminder attends local parks and playgroups on a regular basis. She is a member of her local childminding network, the National Childminding Association (NCMA) and is currently in receipt of funding for the Nursery Education Grant.

## **Overall effectiveness of the early years provision**

The quality of the provision is outstanding. Excellent knowledge of how children learn, and attention to each child's individual needs, ensures that the childminder promotes all aspects of children's welfare and development. Attention to planning for children's interests ensures a broad programme of activity that enhances their personal and social development, thereby promoting inclusion. The strong partnership with parents contributes significantly to ensuring that children's individual needs are fully met. The exceptional high quality of care and education is consistently monitored by the childminder, who has proven ability to adapt and improve her service to support 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:

- continue to maintain the exceptional high quality of the childminding service.

## **The leadership and management of the early years provision**

The quality of leadership and management is exemplary. The childminder is a trained and experienced nursery nurse with an enthusiastic approach to early years education. Children's intellectual development is impressive because good quality observations are used to track their progress and plan for their next steps. It is evident that children make excellent progress through all areas of learning. Detailed documentation clearly records their starting points, interests and achievements. Parents are encouraged to become involved through daily

discussion, contact books and well presented information regarding their child's progress; as well as the principals of the Early Years Foundation Stage. Excellent organisation of documentation relating to safeguarding issues, combined with good understanding of procedures, ensures that children are kept safe at all times. The childminder enhances her skills through additional training, for example, in communication, thereby ensuring that all children are included and valued. She has worked hard to ensure that every aspect of her service is of exceptional high quality, which fully meets legal requirements and the needs of children and their families.

## **The quality and standards of the early years provision**

Children thoroughly enjoy their time in the childminder's care. Learning opportunities are used well to keep them actively engaged. Although planning for learning is comprehensive, the childminder is also able to adapt her plans to suit the interests of the children. For example, two three-year-olds are delighted when they are encouraged to paint some stones that they have collected from their own garden. They chatter eagerly about the colours and the patterns they have made and later take their artwork in to the tent to admire. Outdoor learning is a priority in the setting. The garden of the childminder's home is thoughtfully arranged for purposeful role play, such as in the play house or the tent. Children learn to watch and respect creatures when observing and discussing the pond and the bee box activity. Children are allowed to explore using their senses by playing with compost and water. They enjoy free-flow play from the playroom to the outdoors, and a daily routine, which includes story and music time, provides a good balance of adult-led and child-initiated learning. Outings are planned to give children as much outdoor experience as possible. For example, visits to a local 'Forest School' provide good opportunities for safe risk taking and, thereby, support physical and intellectual development. Children explore balancing on logs, climbing trees and imaginary games of making 'soup' in the woods. Planned projects, such as the current one on bees, further support this aim of helping children learn through the natural world. Children show a sense of awe and wonder, as they draw pictures to illustrate what they have learnt. A child has drawn a very accurate representation of a bee, and written that the bees collect the pollen in their legs to make honey. This sound intellectual progress is fully supported by the strengths in the programme for communication, language and literacy. The childminder communicates with children using a variety of methods, such as sign language for younger ones. She makes sure that children develop skills by asking questions to encourage them to think. As a result, children are articulate and confident. They love reading stories with the childminder and enjoy predicting what will happen next. Their good communication skills enables them to engage in purposeful role play and dressing up, which helps them to develop skills for the future. Children are encouraged to learn through daily routines, such as walking to school and counting the door numbers. They enjoy regular cooking activities, which are planned to cover all areas of learning. Child observations and photographs used in the individual profiles show that they are having fun and developing a good attitude to learning. They are interested and enthused and making excellent progress.

Children are kept safe through good procedures. For example, every outing and activity has a detailed risk assessment, so that the programme for active learning is appropriate and they can enjoy a sense of freedom. They enjoy a healthy fresh diet and help to prepare snacks, which contributes to their physical development and lifestyle choices. Children learn about the community in which they live through outings to local playgroups and the library. They develop a respect for difference through reading books such as 'Elmer the Elephant' and an emerging empathy for others during good quality role play, such as the hospital. Children show a real sense of belonging as they self-select from the resources in the childminder's home and are secure in the planned daily routine. Strong links between the childminder and the parents, as well as a well developed respect for parents' views, further ensures that the individual needs of children 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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