

Inspection report for early years provision

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Inspection date	21/07/2010
Inspector	Gillian Cubitt
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 registered in February 2010. She lives with her husband and one child of preschool age in a house situated in Norbury, which is in the London Borough of Lambeth. Children have the use of all downstairs rooms and two bedrooms upstairs. There are two rooms downstairs as well as a separate playroom which leads to an enclosed garden. The home is close to local shops, schools and parks, and there is access to public transport. There are also parking facilities close by to the childminder's home.

The childminder is registered for five children overall: two children from birth to five years on the Early Years Register, and three children from five to eight years on the compulsory part of the Childcare Register. She offers flexible daycare and is presently caring for one preschool child on a part-time basis. The childminder is an experienced nanny of over twenty years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have a wonderful time at the childminder's home where their welfare and ability to learn are paramount. Children's uniqueness is respected and this is reinforced by the strong partnership with parents and keen awareness of the input of other professionals. The childminder has a unique quality of understanding children's needs and her passion for self-improvement enables her to continually move forward with the demands of her role. As a result, children receive excellent all round support which is inclusive and stimulating, helping them to make the most of their potential.

What steps need to be taken to improve provision further?

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

- enhancing the two-way flow in the partnership with parents, by giving further consideration to how they can contribute to children's records, for example, by making notes of what their children do at home.

The effectiveness of leadership and management of the early years provision

The childminder's first class comprehension of the procedures to safeguard children means that children in her care are very safe. All adults in her household are cleared through the vetting process and the childminder knows exactly when and how to inform the correct services if she has any concerns about children. The comprehensive procedures to oversee the areas where children play, both inside and outside the home, reinforce children's wellbeing in a continuously monitored,

risk-assessed environment. The childminder carefully considers the individual risks to each child, such as when it is appropriate to use safety gates, according to the activity, age, ability and understanding of the children attending.

The childminder's organisation is exceptional. Her system for recording information is clear as are her policies and procedures, which are individual and reflect her practice. The childminder's home is extremely well designed to provide children with plenty of space yet retains a personal, homely, inclusive feel; for example, photographs of minded children and their families are displayed for them to see. Children's routines flow naturally throughout the day because the childminder manages her time very well to ensure the children she minds have exceptionally high quality play experiences and opportunities to rest when they feel the need. The childminder's constant appraisal of her setting means that serious consideration is given to improvements such as her understanding of using information technology so that she can integrate this into her planning. She also fully reflects on the messages children receive about diversity and promotes this well through her own posters and resources, and by continuously seeking out the best ways to embrace differences in others. To meet these needs she makes the best use of local facilities such as libraries and children's centres. Her strong drive for continuous improvement is constant. The childminder has future plans to increase her existing high level of practical knowledge with more formal childcare qualifications..

There is a particularly good relationship between parents and the childminder, with a continuous verbal two-way flow of information. Parents read and sign all the policies and documents relating to the requirements to support children's welfare. Furthermore, they are warmly invited to view and discuss the ongoing excellent records on observations and assessments of their children. The childminder believes in taking the parents' lead in what works best for their child. Although this is working well through verbal communication, parents have not been invited to make notes on what children do at home for inclusion with the children's learning and development programme. The childminder is also fully aware of developing close partnerships with other professionals if appropriate. She has already made successful connections with local children's centres which children attend. She is also making the most of developing these skills through the good support received from network childminders.

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

Children have an eager, positive attitude to learning which is fostered by an inspired childminder who provides an exceptional range of activities. This results in children being active learners who demonstrate the desire to build on their skills and knowledge, consequently moving forward to tackle more complex activities in the future. To assist them, the childminder has thoroughly implemented all aspects of the Early Years Foundation Stage including exceptionally robust systems of observations and assessments to inform her planning for individual children's next steps. This ensures that children achieve as much as they can in relation to their starting points and capabilities.

Exciting and meaningful activities totally engage children in a high quality learning environment where they receive individual, caring support. Children who have only attended a short time make considerable progress because they play in an environment that is carefully designed for their needs. The spacious rooms and dedicated play room provide plenty of space for movement, enabling children to investigate an abundance of beautifully maintained toys, all within their reach. Many toys are positioned on areas of the floor to encourage babies to crawl to access them. Older children are able to sit at a small table to make marks or play with dough. Children's early communication skills are continuously encouraged through constant interaction with the childminder and other children present. Babies' emerging communication sounds are instantly understood by the childminder who responds appropriately with encouragement, promoting children's self esteem and enthusiasm to do more. Children's social skills are also very well extended because the childminder ensures they enjoy the facilities that the community offers, such as children's centres, where a host of activities are available together with opportunities to mix with their wider peer group. Children begin to learn that print has meaning because the childminder has an excellent range of appropriate books which she uses during quiet times where children feel special with a cuddle and story. Children are surrounded with a wealth of posters and pictures to stimulate their senses as they look around. Babies are able to feel the texture of the large alphabet and number jigsaw mat, which helps their grip as they develop their early crawling skills. They are also able to extract individual letters and numbers to explore in more detail. Other toys also promote children's early problem solving skills; for example, children quickly learn that the spinning top moves round when they push down on it.

Garden play is an extended part of the playroom where children are able to challenge their physical skills with outside play equipment such as slides and small mobiles. Children also enjoy feeling the earth, planting seeds for vegetables and tomatoes, and watering them to help them grow. Children's creativity is explored through music and movement as well as opportunities to engage in their own imaginative play in the playhouse and pop-up tent. Older children pretend it is an igloo while babies eagerly crawl in and out as they join in with the fun of crawling under sheets in their simple participation of the 'igloo game'.

Children's sense of right and wrong is reinforced by the warm, responsive attitude of the childminder. Children begin to understand to respect others and look after toys. They beam with delight when they realise an achievement, which is also recognised with appropriate praise. Children's health and welfare are very effectively promoted because the childminder is an excellent role model and ensures children learn good, lasting hygiene habits through daily routines. Children enjoy tasty, homemade, nourishing meals which are lovingly prepared by the childminder, whose passion for good nutrition is evident. Children's early awareness of safety is promoted in many ways. They see particularly clear, child friendly plans that are displayed to inform them of evacuation routes, giving them a deeper understanding and awareness of fire hazards. Children confidently recognise how to leave the building safely. They know that the 'house rules', as well as rules for outings, are there to keep them and others safe. The extremely

warm, loving relationship between the childminder and babies fully enhances their feelings of safety and sense of belonging within the setting.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	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	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