

Inspection report for early years provision

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Inspection date	22/03/2011
Inspector	Gillian Cubitt
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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.

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 1990. She lives with her two sons, one adult and one of school age, in a house in Forest Hill, London, close to main line station and public transport. The Horniman museum is also nearby. Access to the home is level and there is parking outside the childminder's home. The rear of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play. The childminder has a small dog.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years. Of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder is currently minding three children under five, all of whom attend on a part time basis. She is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

The childminder walks to local nurseries to take and collect children. She attends toddler groups, music and soft play sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of the provision is outstanding. The childminder successfully promotes high quality outcomes for children in her care, working extremely well with parents and others. Children flourish in a safe, inclusive, child-centred environment and make excellent progress in their learning. The childminder's in depth of knowledge of children's individual needs ensures that they receive all the support that they require. Most documentation is excellent and the childminder continuously reflects on her practice which enables her to consistently raise her standards in 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:

- review all policies to ensure that they are up to date especially with regard to revising contact numbers

The effectiveness of leadership and management of the early years provision

The childminder places high priority on safeguarding children and ensures she is continually up-to-date with local guidance and procedures. She has attended

courses and maintains policies which are reviewed and shared with parents. All of the required documentation that promotes children's health and well-being and safeguards their welfare is in place. Most of the records are comprehensive and very well organised although some policies, although reviewed, lack some detail and revised telephone numbers. Thorough risk assessments of all aspects of the indoor and outdoor environment and of daily outings ensure children's safety at all times. The childminder offers a highly stimulating and welcoming environment for children. Equipment and resources are varied, of the best quality and used very effectively to support children's learning and development.

The childminder has very high aspirations and a clear vision for future development. Rigorous monitoring of the provision ensures she has an excellent understanding of the setting's strengths and areas for improvement. Actions taken to develop the provision are extremely well targeted and result in improved outcomes for children, for instance, significant improvements to children's learning and development profiles enables the childminder and parents to follow children's progress and work together to promote further interesting challenges. The childminder also makes excellent use of feedback from children, parents and others who work with children. For instance, she encourages parents to complete regular questionnaires and she discusses children's likes and dislikes as part of the evaluation process and uses information from these to plan future developments. Partnerships with parents are highly positive and contribute significantly to children's good progress. The childminder has an excellent understanding of children's backgrounds and needs, which ensures all children are extremely well integrated and equality and diversity reflected and promoted. Parents are very well informed about their children's achievements, well-being and development, and are actively involved in the assessment and monitoring of their progress whilst at the setting. The childminder builds strong and effective working relationships with other providers where children attend additional settings and where children require additional support.

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

Children enjoy going to the childminder's home where they are welcomed with big hugs and a stimulating place to play. The excellently equipped children's room flows into the garden and enables children to choose either adult or child led activities. For example, children show enthusiasm for making spider cakes where all children join in spreading the icing and decorating each cake in their individual way. Toddlers spread icing with fingers, feeling and tasting the different texture whilst older children concentrate on the number of legs and eyes each spider has. The childminder listens and interacts constantly; asking children open questions that help them consider the lives of spiders. For example, children discuss how spiders move, weave webs, what they eat and how they catch insects. Children enjoy counting the number of legs and eyes and consider what happens when two legs are taken away. This supports children's understanding of the world of nature as well as problem solving. In the garden, children play well together with small world toys, sharing play people figures in a pirate ship role play. They make many

other choices which promote their physical development such as making best use of the trampoline and sharing rides on cars and tractors. The garden also provides children with opportunities to dig and plant annual seeds such as tomatoes and vegetables.

Children's understanding of their wider world is fully supported. They go to play settings where they meet other children from diverse backgrounds. The children explore different cultures in their play and learn about children with disabilities through resources and the excellent understanding of the childminder. Children learn respect for pets and see how wild animals live in their natural habitat through special outings to places such as Battersea Park. Children's behaviour is exemplary, they understand the house rules and listen to the childminder and know reasons for being gentle with others. When going on outings children learn traffic awareness and to keep close to the childminder. All children have the childminder's telephone number with them and older children learn strategies for if they become separated.

The childminder's very skilled ability to manage a group of children of different ages whilst giving them individual attention is clearly reflected in the children's personal development files. These are beautifully yet simply presented with photos on one page and clear notes on the other. Children like looking at their changing appearance in photos and parents clearly see how their children make progress towards the early learning goals. Meaningful observations are made that are linked to the six areas of learning and appropriate next steps are planned to provide children with variety, stimulation and challenge. As a result children thrive and develop curious minds.

Children have a very healthy lifestyle. Personal hygiene is gently reinforced at an early age and older children automatically wash hands to prevent the spread of infection. The home is very well maintained and toys are regularly checked and cleaned. Children have healthy meals and refreshment and they try a variety of snacks including cucumber and carrot, followed by fresh strawberries.

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	2
The effectiveness of safeguarding	2
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

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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	2
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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