

Inspection report for early years provision

Unique reference number	107389
Inspection date	05/05/2011
Inspector	Elizabeth Coffey

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 has been registered since 1999. She lives with her husband and two children aged 11 and 13 years old. The family live in a three bedroom flat in a converted house in East Dulwich, in the London borough of Southwark. The premises are accessed via communal stairs. Children play mainly in the sitting room and one of the bedrooms is also used for sleeping facilities. There is no garden. However, the childminder takes children out to local parks and playgrounds on a regular basis.

The childminder is registered to care for a maximum of three children at any one time, of whom two may be in the early years age range. There are currently three children in this age range on roll. The childminder is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register.

The family keep a hamster and some fish as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a generally safe environment. She plans a wide range of stimulating activities that meet children's interests and promotes their learning and development. The service is fully inclusive with all children and their families offered excellent support to ensure that their specific needs are met. There are effective systems in place to ensure daily communication with parents on children's individual needs. Parents are provided with good information about the setting's policies and procedures. The childminder is a reflective practitioner and is proactive in evaluating and improving her service. She is keen to further develop her service to ensure improved outcomes for all children.

What steps need to be taken to improve provision further?

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

- continue to develop systems of self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure risk assessments are reviewed as and when the need arises

The effectiveness of leadership and management of the early years provision

Children are generally kept safe and their well-being is promoted by the childminder. The childminder has devised written policies and procedures, which she shares with parents. The childminder has updated her safeguarding knowledge and has booked to attend training on this subject. She has appropriate referral details in place and is aware of the procedures she would follow if she had any safeguarding concerns.

Children play in the lounge, which is well laid out to meet individual needs and allows children to move about safely and freely. Resources are effectively stored to enable children to self-select from a range of activities. Written risk assessments for the home and garden and for outings have been completed. However, the childminder has failed to review the risk assessment when she recently had a new kitchen fitted. As a result hazards such as sharp utensils are within children's reach. The childminder intends to rectify this with immediate effect. Appropriate use of safety equipment, such as socket covers and stairgates in the rest of the home help protect children from harm. Babies and young children are closely supervised and measures are in place to ensure that they are protected from dangers, such as choking hazards. As children grow older the childminder promotes their understanding of how to keep themselves safe, for example by teaching them the importance of road safety and behaving in a safe manner both in and out of the home.

Children demonstrate a strong sense of security in the setting and readily approach the childminder for help or support. A strong commitment to equality and diversity means that all children are valued. They engage in a range of activities that help support their learning and development and the childminder adapts and varies activities to ensure all can participate. The childminder works very closely with other professionals. She has provided excellent support for children with disabilities, for example by attending physiotherapy and hydrotherapy sessions with them and working closely with portage workers and nursery schools that the children attend. Parents are very pleased with the service provided and comment that the childminder is 'professional, reliable and helpful' and that she provides 'really good feedback'. The childminder updates her knowledge through attending relevant training and workshops. She is aware of the strengths and weaknesses of her provision, and has begun to use self evaluation to help identify targets for future improvement.

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

Children benefit from a good range of resources, experiences and activities. The childminder is well organised in her planning and demonstrates a secure knowledge of the learning and development requirements. Activities and outings are well-planned and children are stimulated and are offered increasing challenges as they develop. The childminder makes comprehensive written and photographic observations of children's learning and development, which are clearly linked to the

early learning goals. These are shared with parents and used effectively to plan for next steps in individual children's learning. Parents comment that the childminder provides 'activities that are both beneficial and enjoyable' for their children and state that their children really enjoy coming to the childminder's home.

Children are settled and eagerly engage in the wide range of activities available. They participate well and are enthusiastic and keen learners. The childminder demonstrates a good understanding of the children as individuals and provides activities accordingly, so they offer appropriate challenge. Children are able to explore and select resources independently. Toys and play equipment are laid out on the floor and on table tops so that children can move easily from one activity to another. Children benefit from a welcoming environment where very good relationships with the childminder are established. As a result, children feel safe and secure in the childminder's care.

The childminder gives meaningful praise and encouragement to children. Their efforts are acknowledged and their achievements celebrated. Children form good friendships and bond easily with their peers. They learn from an early age to share and take turns and to treat others with respect. Their individual personalities and likes and dislikes are acknowledged and valued and their independence fostered. They learn to dress and undress and feed themselves from an early age and are given increasing challenges as they grow older. This builds children's self-esteem and confidence well. As a result, children make very good progress in their personal, social and emotional development.

Children are kept safe on outings, with appropriate use of car seats and seat belts when being transported by car. As children grow older they learn to keep themselves safe and develop their own sense of hazard awareness with the childminder reinforcing clear messages about road safety and behaving in a manner that does not compromise their own or other's safety. Children practise good hygiene routines, for example, washing their hands before eating and after using the toilet. They enjoy a healthy balanced diet with lots of fresh fruit and vegetables and have fresh drinking water available at all times. Children's personal care needs, such as sleeping, nappy changing and toilet training are discussed with parents and the childminder adapts her routine to support the children's individual needs. Parents value the support that the childminder provides noting that she was particularly helpful in working with them to potty train their child and introducing new foods to them.

The childminder's commitment to inclusion is evident and diversity is highly valued. Children's individual needs are exceptionally well met in all aspects of their care and the childminder is proactive in seeking information from parents to develop her understanding of issues relating to their needs. Children have good opportunities to develop their knowledge and understanding of the world. They enjoy activities linked to customs and festivals from around the world, and there are excellent quality resources available that reflect diversity. As a result children thrive in this positive nurturing setting.

Babies and toddlers enjoy opportunities to explore and develop their mobility skills.

They gradually progress from crawling to walking and the childminder encourages them in their efforts, rewarding them with smiles and positive messages as they develop each new skill. Children clearly feel safe and secure as they explore and investigate the toys and resources on offer. They readily approach the childminder for support or help and she is responsive and caring in her interactions with them. The childminder chats to the children as they play engaging them in meaningful conversations. Their language and literacy skills are enhanced as they share books and enjoy listening to and joining in with familiar rhymes and stories with the childminder. They regularly visit the library where they can borrow books to take back to enjoy at home with the childminder.

Daily outdoor play and activities are included in the routine and children benefit from plenty of fresh air and physical activity, promoting their understanding of healthy lifestyles. Regular visits to parks and playgrounds provide opportunities for children to develop their coordination and balance as they use the fixed equipment such as swings and slides with increasing confidence. Very good use is made of local resources, such as toddler groups, libraries and the Horniman museum. Here children participate in a variety of craft, music and movement and group activities and develop their social and linguistic skills as they interact and play with other children and their carers. Overall, children are very well supported to develop skills for the future.

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	2
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	1
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	2
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	1
The extent to which children develop skills for the future	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met