

## Inspection report for early years provision

---

<b>Unique reference number</b>	128882
<b>Inspection date</b>	08/06/2011
<b>Inspector</b>	Liz Coffey
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 has been registered since 1980. She lives with her husband and adult son in a three bedroom house in Lewisham, London. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these no more than three may be in the early years age group, and no more than one may be under one year at any one time. There are currently six children on roll, five of whom are in the early years age group. The children attend a variety of different sessions. There is no provision for overnight care. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She holds a Level 3 childcare qualification. The childminder is a member of the National Childminding Association (NCMA) and the Lewisham Childminding Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's safety is highly prioritised to ensure they remain safe and secure at all times. This is achieved through comprehensive risk assessments, effective supervision and the implementation of concise policies and procedures that protect and safeguard children. The childminder is aware of the children's constantly developing abilities and she helps them learn how to keep themselves safe both through talking to them and by acting as a good role model. The childminder has attended child protection training and has clear safeguarding policies and procedures in place which are shared with parents. She fully understands the procedure to follow should she have any concerns about the welfare of a child within her care.

The extensive range of excellent quality resources are well organised to ensure children can access them independently. The childminder's excellent practice is underpinned by the implementation of well thought out plans which are clearly linked to the early learning goals. She embraces opportunities to further develop her own skills and competence as a childminder, for example by attending training and by reading and researching widely on all aspects of early years care and education. Methods of self-evaluation are clear, concise and focused, and include the strengths of the provision as well as specific areas for improvement.

The childminder works extremely well with parents and others involved in the children's care. The excellent exchange of information between the childminder and parents includes daily diary sheets and scrapbook collections of children's work and photographs. Parents and children have opportunities to be involved in the evaluation of the service through the questionnaires they complete. The parents are extremely positive in their feedback about the childminder and report very high levels of satisfaction with the service that they receive. Parents describe the

childminder as "a consummate professional - very efficient and organised - yet also very warm and caring with the children she minds".

## **What steps need to be taken to improve provision further?**

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

- consider how the collation of observations and assessments can be further improved to clearly identify next steps for individual children's learning

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

The childminder provides a comprehensive package of care and education that effectively promotes children's development and well-being. She is committed to providing an inclusive environment where all children and their families feel welcome. The childminder has excellent partnerships with parents and she is pro-active in developing strong links with any other settings the children attend. The childminder's commitment to ongoing training and use of comprehensive self-evaluation enables her to identify areas to continually update her practice to ensure she offers excellent quality care and education to the children she cares for.

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

Children appear extremely happy, confident and settled with the childminder, who is warm and caring in her approach. Children clearly feel very safe in the setting because the childminder knows them well and offers consistent and familiar routines to meet their individual needs. They learn how to keep themselves safe through clear behavioural boundaries and learning about safety. This is further promoted by involving the children in fire drills so that they know what to do and how to behave in an emergency situation.

Children's welfare, learning and development are successfully promoted. Children enjoy a very broad and challenging range of activities in the setting. The childminder is keenly interested and involved in the children's play. She sits on the floor, sharing stories and playing with them, encouraging the children to count, and identify colours and shapes and learn new words as part of their play.

The childminder is particularly skilled at following children's lead in extending activities. For example, when the children have made spider models with construction toys she encourages them to sing along in a song of 'Incy wincy spider'. The childminder listens carefully to children's ideas and provides thoughtful support and encouragement to help them achieve. For example, she makes good

use of questioning to challenge children to think about how things work.

The childminder's commitment to inclusion is evident and linguistic 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 thrive in this positive nurturing setting.

Children's work is highly valued and they regularly bake cakes and complete craft work which they proudly share with their parents. This builds children's confidence and fosters their self-esteem. Behaviour is very good and children receive praise and acknowledgement for their efforts, which encourages and reinforces their good behaviour. The childminder teaches children to be polite and well mannered and children are friendly, sociable and kind to each other.

Children have excellent opportunities to develop their knowledge and understanding of the world. They enjoy activities linked to customs and festivals from different cultures and faiths. There are excellent quality resources available that reflect the diversity of people within the local community.

Children enjoy fresh air on a daily basis, playing in the garden and in nearby parks and open areas and attending local groups. The childminder is an active member of a childminding network. She regularly plans outings for the children to local places of interest helping to broaden children's understanding of their local community and the wider world.

Play in the childminder's garden encourages children's physical development and gives opportunities for them to learn about the natural world. Here, children dig and grow vegetables such as carrots, potatoes and lettuce, which they harvest and eat as part of their daily diet. Children learn about healthy lifestyles and their good health is very well promoted. An excellent choice of nutritious snacks and freshly home cooked meals are provided. Drinks are available at all times. Children learn about the importance of good personal hygiene as they wash their hands before meals or after using the toilet. Each child has their own washbag in which their equipment is stored, thereby reducing the possibilities of cross-infection.

The childminder provides activities and outings that help build on the children's existing knowledge and abilities, thus creating a culture of ongoing learning for all children. She collates written observations of the children's attainments, interests and learning styles and these are supported well with photographic evidence, so parents and carers enjoy very clear, visual images of their children's experiences. The childminder is keen to review how well she uses observations and assessments to identify next steps in individual children's learning and development. Overall, children develop very good skills for the future in the care of a skilled and caring 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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
---	-----

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