

## Inspection report for early years provision

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<b>Unique reference number</b>	107212
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Elizabeth Mackey
<b>Type of setting</b>	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.

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 1982. She lives in a 3 bedroom house in Nunhead, in the London borough of Southwark. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. The property is close to local schools, parks and transport services. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children at any one time, of whom three may be in the early years. The childminder is currently caring for three children, all attend part time and are in the early years age group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a safe, stimulating and generally comfortable environment. Established policies and procedures underpin the childminder's good practice. The childminder implements a varied range of activities that meet children's interests. She successfully promotes their development across the six areas of learning of the Early Years Foundation Stage, with some systems in place to track children's progress through the early learning goals. There are extremely effective systems in place to ensure daily communication with parents with regard to children's individual needs and their learning. The childminder reflects on her practice through a system of self evaluation. She continually develops her practice through attending ongoing training.

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

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

- provide an area that is comfortably furnished, where children can relax, rest or play quietly
- extend the observations of children's achievements to match them to the expectations of the early learning goals

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

The childminder has up to date, concise procedures to follow in the event of a safeguarding concern and the appropriate referral details are included in her safeguarding policy. Essential information relating to the childminder's service is displayed for parents to see. The childminder has attended relevant safeguarding training to ensure her knowledge remains up to date. Children are kept safe and

their well-being is exceptionally well promoted by the childminder. The childminder has clear agreements with parents in place and transparent policies and procedures, which are agreed by parents. The childminder has also attended a variety of training courses, including training on food safety and risk assessment. She also holds a current first aid certificate. The areas that are used by the children are organised to enable them to move about freely and safely. A good range of resources are stored within children's reach, which helps them to develop autonomy and independence. Children sleep in a travel cot, in the large hallway, however there is not an area with comfortable furnishings for children to rest or relax. Children are closely supervised at all times and there is comprehensive risk assessment for the premises and the varied outings the children attend.

The childminder interacts positively with the children and her enjoyment of caring for them is evident. Children confidently approach the childminder to make their needs known. They also seek her input, asking her, 'how am I doing'? The childminder provides an inclusive environment and she balances the needs of the children exceptionally well. For example, when two of the children are engaged in a craft activity she manages to support them, whilst occupying a younger child who chooses to do something else. The childminder welcomes all children, including their families, and respects their individual needs. She has developed superior communication systems with parents, which results in clear, respectful, cohesive partnerships. Parents are extremely satisfied with the care and education their children receive, they comment; 'top class service, my child is very happy and has settled in very well and developed immensely since September'. 'My child has grown in confidence and he can express himself clearly'.

The childminder is aware of the need to liaise with other settings children may attend, for example the local pre-school. The childminder is very experienced and she is aware the strengths of her provision. She has implemented a system of self evaluation, which includes seeking the views of parents to enable her to identify targets for future improvement. The childminder plans according to children's interests and to fit in with their routines. She has a sound understanding of the learning and development requirements and written observations of children's achievements are pertinent. They provide a good picture of how well children are enjoying and achieving. The childminder identifies areas for progression, however there are some gaps in identifying the next steps for children as they progress through the early learning goals. In addition to observations the childminder maintains a daily record of the children's day. It is enhanced by lovely photographs of the children as they play and learn. Parents share these records and contribute to them, which strengthens the excellent partnership they share with the childminder and enhances the consistency of care.

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

Children are very settled and they eagerly engage in the good range of activities available. The childminder offers the children a regular routine, which includes a daily outing to local groups, singing classes, library and parks. Children benefit

from secure relationships with the childminder and as a result, they feel very safe and secure in the childminder's care. They are extremely confident and demonstrate an excellent understanding of the expectations and boundaries in place.

Daily outdoor play and activities are included in the routine and children benefit from plenty of fresh air and physical activity, promoting an excellent understanding of healthy lifestyles. Children also learn about the natural environment through activities, for example, they plant cress seeds to make a cress head. The childminder encourages the children to explore the texture of the soil. She promotes their thinking by asking them what they think has happened to the water after they have poured it into the soil. Children take a photograph of their completed cress head at regular intervals so they can measure how much it has grown. All the children choose a favourite book and the childminder encourages them to become actively involved in the story by providing finger puppets. Children also actively engage in the singing and playing with the musical instruments. They choose their favourite song and show excitement when it is sung. Even the youngest child babbles excitedly, pointing her finger in recognition her favourite song.

Children learn to keep themselves safe and develop their own sense of hazard awareness through being aware of the house rules in place and practicing road safety. Children are aware of what to do in the event of a fire, because they practice fire drills. Children sit together at meal times, making it a social occasion, which promotes their language and social skills. During snack time the children talk happily to each other, telling the childminder they like fruit. They learn about the importance of healthy eating and maintaining good hygiene, for example they know when to wash their hands without prompting. Children enjoy freshly cooked meals and enjoy baking activities, where they weigh, mix ingredients and decorate cakes.

Children develop their understanding of the world they live in through the wide range of experiences and activities planned for them. Festivals are celebrated through, play, arts and crafts and books. Children learn to understand and respect others, because the childminder encourages their awareness of diversity and provide resources to promote cultural and disability awareness. Children are good communicators and their conversation skills are encouraged. For example, during storytelling the children recall another favourite story and they tell it to the childminder who asks them questions about it. Children have opportunities to use mathematical language in everyday activities, for example when the childminder asks them how many bowls they need for a snack. Children enjoy construction puzzles and using electronic toys. They are able to operate a camera skilfully and take photographs of their activities. Overall, children develop very good 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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