

Inspection report for early years provision

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Inspection date	06/09/2011
Inspector	Helen Steven
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 October 1992. She lives with her husband and their two adult children in a two bedroom first floor flat in the Church Street area within the City of Westminster. Most areas of the home are used for childminding. There is no garden area, however the childminder takes children to the local park and attends the local carer and toddler group on a regular basis. Access to the first floor premises is via two sets of stairs.

The childminder is registered to care for a maximum of three children at any one time. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding one child in the Early Years age range. The childminder is a member of the National Childminding Association and Westminster Childminder's Network. She holds an NVQ level two in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is committed to providing an extremely high quality and fully inclusive service. She ensures that all children receive an excellent standard of care and education, tailored to meet their individual learning and development needs. She works exceptionally well with parents and carers, sharing and exchanging robust information which enables her to recognise and promote the uniqueness of each child. Partnership working with other providers is also highly effective and contributes to an integrated approach to children's care, learning and play. As a result, children are very happy and well settled with the childminder. Effective and ongoing monitoring of her service ensures that the childminder identifies and subsequently addresses areas for development, thereby demonstrating a clear capacity to maintain ongoing improvement and bring about positive 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:

- strengthen the process of including parents contributions to the ongoing assessment process

The effectiveness of leadership and management of the early years provision

A high priority for the childminder is the safeguarding of children. She shows excellent knowledge of the signs and symptoms of abuse and has systems in place to report any concerns. All adults in the household have been suitably vetted. She regularly updates her child protection training and informs parents of her responsibilities to safeguard children. She regularly undertakes detailed risk assessments, identifying and immediately addressing any potential hazards. Regular daily checks within the home for potential dangers mean that children are cared for in a very safe environment. She has well practiced evacuation procedures and ensures that she has relevant information to hand to enable her to contact parents and others for support in the event of an emergency.

The childminder is committed to driving improvement through her own self-evaluation and the assessment of the network coordinator to reflect and continuously improve her practice. She is proactive and identifies and sources training to fill any gaps in her knowledge. She knows this will improve her practice and therefore bring about positive changes for all children. For example, she has undertaken a further behaviour management course which has motivated her to reassess her established strategies. Inclusion is at the heart of her service. For example, she attended Makaton training which enables her to use aid and enhance communication for babies and young children. She is planning to undertake a workshop focusing on different faiths to enable her to develop a deeper understanding of families whose background is different from her own. Required documentation and relevant policies and procedures are maintained very well in order to promote children's good health and welfare.

She has an excellent understanding of the Early Years Foundation Stage (EYFS) and provides a wide range of exciting play opportunities and activities to ensure that children make tremendous progress in all areas of their learning and development. She routinely makes effective use of local children's centre drop-ins, other childminder's homes, libraries and local parks to ensure children have a rich and varied learning environment. She consistently reviews her resources and equipment to ensure they meet the needs of all the children and re-organises the learning environment to ensure children remain interested and challenged.

The childminder seeks parents' views and organises regular meetings with them where they focus on the children's welfare, learning and development. The childminder provides them with very good quality information, for example, she carries out regular assessments on their progress across all areas of learning. Currently, the parent meetings focus on primarily one area of learning and the topic is not always varied in subsequent meetings. Therefore, parents views, suggestions and agreed next steps for most of the six areas are not recorded. Parents note the minder sees each new accomplishment and helps their child grow and learn and inform the childminder that their children have grown in confidence. In agreement with parents, when required the childminder works in a professional manner with other agencies to ensure that each child gets the support they need. The childminder is proactive in forging links with local schools to ensure children's

transition to nursery school is smooth. For example, she has organised visits to the nursery class and arranged to be present when children have home-visits from their new teachers.

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

Children play in a calm, comfortable and child-oriented environment, where a flexible approach to routine and activities are based on children's individual needs and their interests. Children are extremely happy with their childminder and show that they have developed a secure attachment to her. They have their own pegs and their pictures are displayed around the childminder's home giving them a sense of belonging. For example, small photos of the children are placed on a world map to show where their families originate from. Inclusion is promoted throughout the childminder's provision. Children learn about the value of diversity through meaningful activities for example, visiting people whose backgrounds are different to their own to share their festivals and taste delicious foods from other cultures. Children have access to an extensive range of developmentally appropriate toys and resources which are reflective of the diverse community and people with disability.

Children are developing skills in keeping themselves safe as the childminder gently introduces children to safety considerations into their role play. For example, suggesting that they use safety goggles as these are needed when people use power tools. Children learn effective hand washing practices as part of the daily routine. They took part in a healthy eating course where, for example, they made mobiles showing healthy foods of their choice, thus encouraging them to adopt healthy lifestyles. In partnership with parents children receive healthy and nutritious meals. Daily opportunities to play outdoors in all weathers provide the children with plenty of fresh air and exercise. Children recall the great fun they had jumping in a huge puddle that splashed everyone!

Children are making tremendous progress toward the early learning goals because the childminder skilfully creates purposeful learning experiences from their interests. They learn through excellent first hand experiences which build on their natural curiosity as learners. For example, exploring shadows when out walking. Children persist for extended periods of time at an activity of their choosing and are afforded time to complete the activities to their satisfaction. For example, having completed a number of new puzzles, children then continue the activity by revisiting some of their old favourites. Planning is clearly linked to the expectations of the early learning goals. Observation and assessment systems provide comprehensive information on children's progress from their specific starting points. This helps the childminder to identify and narrow any identified achievement gaps within individual children's learning.

Children thoroughly enjoy listening to stories, especially when the childminder uses props to bring favourite stories to life and enable children to interact with the tale. Children's communication skills are enhanced as the childminder commentates

throughout the day and asks thought provoking questions. Children are encouraged to count during routine activities, such as when independently cutting their banana, thus promoting their mathematical awareness. Children show curiosity about how things work as they explore an egg timer and pretend to take photos of visitors with cameras. Children behave extremely well and know the behavioural expectations of the childminder. They respond extremely positively to the childminder's praise and encouragement. Children adore looking through home made books which show past events. They happily talk to visitors about the exciting things they did and what places the photos were taken in within their community. Children have daily opportunities for physical play where they can climb, run and negotiate space on bikes. They have excellent opportunities to grow fruit and vegetables, eagerly hunting for red strawberries to eat. In addition, they are involved in recycling household waste, which develops their understanding of sustainability.

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	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
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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

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

Met