

Inspection report for early years provision

Unique reference number	155044
Inspection date	20/09/2011
Inspector	Liz 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 was registered in 2001. She lives with her husband and three children aged 11, seven and four years. They live in a three bedroom house in West Norwood, in the London Borough of Lambeth. Children are cared for mainly on the ground floor of the home, with the first floor used for sleeping and toileting purposes. There is a fully enclosed garden for outdoor play. Some finches and canaries are kept as pets in bird cages in the garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years, of whom three may be in the early years age range and one may be under one year at any one time. There are currently two children in the early years on roll. The childminder does not provide overnight care.

The childminder speaks English, Arabic and French.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe, stimulating, inclusive environment. She has drawn up and implemented policies and procedures that underpin her service. The childminder provides a range of activities that meet children's interests and generally help promote their learning and development. There are effective systems in place to ensure daily communication with parents and other's involved in children's care and education. The childminder reflects on her practice and has taken steps to identify the strengths and weaknesses of her provision. 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:

- 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
- further develop use of observations to show how they are linked to the expectations of the early learning goals and used to identify learning priorities for individual children

The effectiveness of leadership and management of the early years provision

Children are 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 appropriate referral details in place and is aware of the procedures she would follow if she has any safeguarding concerns. Areas used by the children are well laid out to enable them to move about freely and safely. Resources are effectively stored to enable children to self-select from a range of activities. Risk assessments have been completed and help to identify potential hazards, that children may be exposed to. The childminder takes appropriate action to protect children from danger.

Children demonstrate a strong sense of security in the setting and readily approach the childminder for help or support. All children are valued and engage in a range of activities, that helps support their learning and development. Linguistic diversity is highly valued and the childminder offers appropriate support to children who speak English as an additional language. The childminder herself speaks English, French and Arabic and speaks to the children and encourages them to converse in all three languages. The childminder works in partnership with other settings that children may attend, such as schools and nurseries. The childminder is aware of the strengths and weaknesses of her provision, and is keen to develop systems of self-evaluation to help identify targets for future improvement. Parents are very satisfied with the service provided and comment that the childminder provides a "clean, tidy, safe and happy environment". They state that they are "pleased with the educational activities" the childminder provides.

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 and demonstrates a sound knowledge of the learning and development requirements. Activities are well-planned; the childminder is resourceful and has a wealth of good ideas to engage and stimulate children. The childminder collates written and photographic observations of children's achievements, which are shared with parents. However, these are not linked to the expectations of the early learning goals or used to plan for next steps in individual children's learning. The childminder is keen to develop this aspect of her service.

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 that they enjoy and eagerly participate in. Children are able to explore and select resources independently. Children benefit from a welcoming environment where very good relationships with the childminder and her family are established. As a result, children feel safe and secure in the setting. They are

aware of the expectations and boundaries in place and they are extremely capable of making their needs known.

The childminder gives meaningful praise and encouragement to children. Their efforts are acknowledged and their achievements celebrated. Behaviour is well managed and the childminder acts as a very good role model for the children saying "please" and "thank you" and encouraging them to do the same. Children's individual personalities and likes and dislikes are acknowledged and valued. This builds children's self-esteem and confidence well. As a result, children make good progress in their personal, social and emotional development. Children sit together at meal times, making it a social occasion, which promotes their language and social skills. The childminder encourages healthy eating by serving nutritious snacks and meals, which the parents provide, and talking with the children about why they need healthy foods. 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.

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 life styles. Very good use is made of the back garden, where children develop their coordination and balance as they use the range of sit-and-ride toys and rocking horses. Good use is also made of local resources such as children's centres and toddler groups. Here children can participate in additional creative and group activities and develop their social skills as they mix with a wider group of children and their carers.

Children develop good communication skills, as the childminder talks to them throughout the day asking questions that help to extend their vocabulary and conversation skills. They use mathematical language as they play, counting steps and joining in number action rhymes and songs. Children enjoy reading books in different languages with the childminder and settle down readily on the sofa with her as they share favourite stories. They develop their fine motor skills and hand-eye coordination as they complete puzzles; build a tower of bricks and push buttons and dials on the range of interactive toys. Children particularly enjoy playing with the musical instruments and move their bodies in rhythm as they play with the keyboard and shakers. Overall, children develop 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

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	2
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	2
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	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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