

Inspection report for early years provision

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Inspection date 02/11/2011
Inspector Justine George

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 registered in 1997.

She lives in the upper part of a house in Plumstead with her two teenage children. The childminder uses her sitting room, kitchen/diner and bedroom which are all on the first floor. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, three of whom may be in the early years age group, and of these, one may be under one year at any one time. She is currently caring for seven children under eight years, with four children in the early years age group. Children attend various sessions throughout the week. She takes the children on outings to the park and local groups as she does not have immediate access to a garden. The childminder is a member of the National Childminding Association (NCMA) and also belongs to the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder continues to maintain very high standards of care and provides an environment which is truly motivating and enjoyable for children. Children make rapid progress in their learning and development. The childminder builds on their skills and experiences which stem from family life. The environment is extremely enabling, where children participate in a range of activities effectively, most of the time. The childminder very successfully drives improvement, attending training courses to ensure her knowledge reflects current practice. This has a very positive impact on the 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:

- giving greater attention to the organisation of creative activities to promote the full participation of all children.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of paramount importance. The childminder has excellent knowledge of safeguarding matters and she has an excellent range of written reference material to use in the event of any child protection concerns. The setting is safe and high level security measures are implemented. The childminder checks the identification of all visitors and a visitors' book is kept. She is incredibly

organised. She maintains all documentation for the safe and efficient management of the provision exceptionally well and has produced comprehensive written policies and procedures that she routinely shares with parents so they are clear about her role and responsibilities.

The childminder's engagement with parents is outstanding. Home visits are used extremely well to gain an insight into family life and to discuss children's individual needs. Parents tell the childminder about their culture, children's health and dietary needs, likes, dislikes and achievements. This information is used to aid children to settle and as a result they very quickly settle and feel at home with the childminder. High quality interaction with the parents ensures they are kept fully informed of how their children have been. They are told about the activities their children engage in and about the progress they make in their learning and development. This communication is further enhanced through the use of contact books. Useful information is also displayed in the hall area including a range of leaflets that cover various aspects of childcare in the early years.

Equality and diversity are promoted impressively. Every child's background and home language are valued highly. Children and the childminder share dual language books and books that positively reflect the children's diversity and that of the wider world. They celebrate relevant cultural celebrations, planned sensitively by the childminder so that all children can participate. Children also hear words spoken in their home language by the childminder and listen to a wide variety of cultural music.

There is an excellent range of toys and resources that are used mostly very well to promote children's development across all six areas of learning. The childminder promotes children's independence and exploration of the resources, storing them so that children can help themselves to what they want to play with. For the very young children she places toys on the floor, sofa or within their reach. When table-top creative activities are offered the very young children are included but occasionally their full participation is slightly hampered due to the positioning of the highchair.

The childminder fully appreciates the benefits of working in partnership with others involved in children's care. She liaises with other practitioners where children attend other settings, working collaboratively to fulfil the individual needs of the children. Through their excellent information sharing the childminder is able to complement the experiences children receive elsewhere.

The childminder continues to maintain very high standards of care and learning for children. She has a very positive approach towards self-evaluation. She reflects on practice and seeks the views of parents. Parents praise the childminder's provision highly. The childminder attends many training courses to ensure her knowledge reflects current practice. For example, she has achieved a National Vocational Qualification at level 3 in childcare, and attended safeguarding training and a behaviour management course. Action taken for improvement has a highly positive impact on the quality of care and learning the children receive.

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

Children show they feel extremely safe and settled with the childminder. They are very confident, well behaved and show amazing levels of independence at such a young age. Children learn about safety as they are actively encouraged to cut their own fruit, and they manage stairs well, crawling up them or holding onto the rail for support. Children practise fire drills regularly and there are signs around the home to highlight the route so children know where to go in the event of an emergency. Children receive high praise, cuddles and encouragement that fosters their emotional well-being impressively.

Children develop an excellent awareness of the benefits of adopting healthy lifestyles. They are independent in washing their hands showing that they have developed excellent hygiene habits at a young age. In addition, there are attractive visual signs displayed prominently as reminders of good hygiene practice. Parents provide meals which are appropriately stored and prepared. Children enjoy a range of healthy snacks such as fresh fruit and take drinks when they are thirsty. The childminder is highly responsive to children's sleep needs. The children enjoy restful sleep in a quiet, cosy environment, snuggled up with their comforters so they feel safe. The childminder regularly checks on them to ensure their well-being. Children have plenty of fresh air and exercise aiding their physical development exceptionally well. They excitedly explore the outdoors in all types of weather and visit some very interesting places in the local community. Children experience fruit picking and the changes in seasons. They are keen to observe what happens outside, for example, showing great interest in tree felling and the different vehicles that pass by.

Children make rapid progress in their learning and development. This is due to the wonderful range of experiences children engage in. Visits to local groups enhance their play and learning experiences and here they develop their social skills. Children are developing excellent skills for the future. The young children explore information and communication technology enthusiastically, using remote control and push buttons toys, exploring telephones and the laptop completing simple programmes. Children's language and communication is exceptionally well fostered. The childminder asks open-ended questions and provides lots of interesting information when children are engaged in activities. For example, children explore a nature scene with animals, leaves, magnifying glasses and books. Together they talk about creatures hibernating. A child comments on the owl and how it says 'twit-twoo'. They say that 'the owl is flying off to the moon ' as he swoops the toy owl through the air, relating it to a favourite story. Very young children also participate in the activity as they explore the items of interest.

Books are used exceptionally well to encourage children to develop enjoyment for literacy. Books are used throughout the day to reinforce understanding and initiate talking points. For example, children look at pictures of a pumpkin and discussion takes place about its growth. The children then explore a pumpkin, feeling the flesh and comparing it to hair as they try and find the seeds. Children thoroughly enjoy creative activities such as moulding dough into shapes, exploring the texture

and sensory experience.

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