

Inspection report for early years provision

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Inspection date	28/11/2011
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 registered in 1999. She lives with her adult daughter who occasionally acts as her assistant. They live in a three bedroom ground floor flat in Camberwell, in the London borough of Lambeth. All of the premises can be used for childminding purposes. There is a communal garden and playground which the childminder uses with the children.

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 on roll, one of whom is in the early years. The childminder does not provide overnight care.

The childminder is a member of the National Childminding Association

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 detailed policies and procedures that underpin her service. The childminder provides a wide range of activities that meet children's interests and generally help promote their learning and development. There are good systems in place to ensure daily communication with parents and others involved in children's care and education. The childminder reflects on her practice and has taken some positive 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 identify learning priorities and plan relevant and motivating learning experiences 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 good referral details in place and is aware of the procedures to 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. This helps them become confident in making choices in their play and learning. Written risk assessments for the home and outings have been completed and help to identify potential hazards that children may be exposed to. The childminder takes effective action to protect children from danger and makes good use of safety equipment, such as stairgates and child safety locks.

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 help support their learning and development. They use a range of toys and books that reflect diversity and participate in activities that help them understand other cultures and traditions. The childminder works in partnership with parents and others involved in children's care and education, for example, accompanying a parent to school meetings, so that information about a child can be shared. She talks to parents about how children have spent their day with her, and gives them ideas of activities they can do to help further support their children's learning and development. She discusses all aspects of children's care with parents and works closely with them, for example, supporting children to develop good eating habits. Parents state that they are "extremely happy with the care" provided and that their child has "progressed in leaps and bounds". They identify the childminder's "ability to work alongside me" as a particular strength of the service provided. The childminder is aware of the strengths and weaknesses of her provision, although systems of self-evaluation to help identify targets for future improvement are not yet fully established. She is proactive in attending training and keeps up to date with early years policy and practice topics. She regularly reviews her practice and makes changes where necessary, for example, sourcing new groups that she can visit with the children that offer increasing challenge and fun. This demonstrates she has a good capacity to maintain improvements.

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 has a wealth of good ideas to engage and stimulate children. Children are settled and eagerly engage in the 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 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 has completed some written and photographic observations of the children to share with parents. However, as yet, these are not matched to the expectations of the early learning goals or used effectively to plan for next steps in individual children's learning. The childminder is keen to develop this aspect of her service.

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 and chat 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 and talking with the children about why they need healthy foods. She works closely with parents and others to support children's health and welfare, for example, making a record of food and drink intake to help identify a child's suspected food intolerance. Children's personal care needs, such as sleep, nappy changing and toilet training routines are discussed with parents and the childminder adapts her routine to support the children's individual needs, in line with parent's wishes.

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 lifestyles. They regularly visit local parks and playgrounds and develop their co-ordination and balance as they use the swings, slides and climbing frames. Good use is made of local resources, such as toddler groups and children's centres where children can socialise with a wider group of children and participate in an extended range of activities, such as music and movement and craft sessions. The childminder takes children to local libraries, where they can choose and borrow books and enjoy reading stories with the childminder. Children develop good communication skills as the childminder listens and talks to them asking questions that help to extend their vocabulary and conversation skills. They have access to a good range of dolls and role play equipment and create their own make-believe games as they play with the toy telephones and push the dolls in their pushchairs on a pretend shopping trip. Children develop their fine motor skills and hand-eye coordination as they play with interactive toys and press and turn the knobs and dials to see what happens next. 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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