

Inspection report for early years provision

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Inspection date	29/11/2011
Inspector	Jill Nugent
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 2003. She is a member of the National Childminding Association. She lives with her two children, one adult and one aged 13 years, in a maisonette in Manor Park in the London Borough of Newham. The whole of the maisonette is used for childminding and there is a secure garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children, of whom three may be in the early years age group, at any one time. Currently she has four children on roll, two of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides exceptionally high quality care and learning opportunities for children in a wholly inclusive environment. Children benefit from a wide range of interesting learning experiences and they make significant gains in their progress towards the early learning goals in most areas of learning. Children's well-being is enhanced by the childminder's efficient organisation and her dynamic partnership with parents. She is enthusiastic about the continual development of her childcare practice and takes advantage of many training opportunities to help her improve the outcomes for all 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:

- looking at different ways to use the computer to further support children's learning.

The effectiveness of leadership and management of the early years provision

The childminder's documentation is exceptionally well organised and maintained. She has comprehensive policies and procedures in place which she implements rigorously to promote the safeguarding of all children in her care. The childminder ensures that her knowledge and understanding of safeguarding issues is always up-to-date, for example, she recently investigated issues around children using computers. The childminder has very good supporting information which enables her to act appropriately if she has any concerns relating to child protection. The childminder is vigilant concerning the conducting of risk assessments and safety

checks which contribute to children keeping safe, both in her home and on outings. Children take part in regular monthly fire drills so that they know exactly what to do in the event of an emergency.

The childminder is proactive in her liaison with parents, encouraging them to become involved in their children's learning and development. She takes numerous photographs of children participating in activities and outings so that parents have a visual record of each day's events. The childminder explains carefully the reasons for taking children on outings so that parents are aware of the learning opportunities on offer each time. Parents are regularly invited to discuss their children's progress so that children benefit from a consistent approach to their learning and development. The childminder always seeks parents' views before making any changes to her practice, for example, in communication or record keeping. She also takes into account children's views, often collated by their parents at home. Parents express high levels of satisfaction with the provision for their children.

The childminder provides a very comfortable and attractive play environment in her home. Children have easy access to a wide range of good quality books, toys and games. The childminder is adept at recognising children's developmental needs and suggesting activities that will support their learning. Her approach enthuses children and they gain much self-confidence as well as an excellent attitude towards learning. Children develop very close relationships with the childminder and feel valued as individuals. She promotes equality of opportunity through ensuring that she offers a fair balance of opportunities throughout the week, for example, a mixed menu that takes into account everyone's requests and individual teaching times to help close any gaps in learning. Children have exciting opportunities to learn more about diversity when celebrating festivals or visiting different faith buildings, such as a church, temple or mosque.

The childminder is particularly keen to attend training courses to continually improve her practice and, since her previous inspection, has increased her knowledge and understanding in many different aspects of childcare. For example, she has attended training in health and safety issues, the promotion of communication and numerical skills and supporting children with special educational needs. The childminder reflects usefully on all aspects of her practice using self-evaluation and is now working towards a level 3 National Vocational Qualification. She has excellent links with other professionals and providers, including schools and children's centres. The childminder is always on the look out for new ideas and seeks advice from an early years coordinator in order to maintain the high quality of her practice. Her well-established contacts enable her to work in partnership to provide continuity of care for children and to meet their individual developmental needs highly effectively.

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

Children develop a real sense of belonging and enjoy the company of the childminder as they talk and play with her. For example, they talk excitedly about forthcoming events as they eat lunch together. They are exceptionally well behaved and very polite. They show respect for the childminder and her home. The childminder takes care to explain any issues at length so that children understand the rules and learn how to behave responsibly. They respond positively to the childminder's requests, thereby contributing to maintaining a calm atmosphere. The childminder is extremely good at responding to children's needs and interests and, consequently, they thrive in her care. Children enjoy the freedom to relax but are also keen to try new activities. They have plenty of choice and benefit from the many outings, for example, to museums or parks, which offer unique learning opportunities. They especially enjoy the special cooking activities that are organised as a treat on Fridays. These are particularly useful in helping children to develop personal independence and make a positive contribution to the group.

Children are keen to learn and become very involved in their chosen activities. For example, individual children enjoy the challenge of completing a large puzzle or answering questions after listening to a story. The childminder adapts activities to encourage children to develop new skills, for instance, offering different tools and materials to experiment with mark-making. Children value the many opportunities to join in creative activities, expressing their own ideas as they paint, draw and stick. The childminder has established a very effective system of observational assessment which helps her to make the most of opportunities to move children on in their learning. For example, she plans relevant activities to help a child build confidence or to encourage a child to participate in messy activities. A particular strength of her practice is her ability to interact sensitively with children to reinforce and extend their learning. For example, she builds on a child's excitement at being able to make an 's' shape by introducing an alphabet poster and magnetic letters which extend the child's interest and learning. Children have regular opportunities to use the computer to aid their learning. However, it is not currently used to its full potential in supporting children's learning.

Children enjoy a wide variety of healthy nutritious meals. The menu is well-balanced and open to continual review in order to allow children and parents to make their own requests. Children have an increasing awareness of healthy eating. They talk about which foods are more healthy than others and are aware of the detrimental effects of too much sugar. The childminder encourages children to spend time outdoors. They walk to school and play in the parks throughout the year. They enjoy opportunities to practise and develop their physical skills when playing in the garden or front yard. The childminder is proactive in helping children to keep themselves safe. She encourages them to talk about safety issues and uses pictures to prompt discussion about safety in different situations. Children are closely supervised at all times and abide by the childminder's rules when out walking or travelling on buses. Children are extremely happy in the childminder's care, benefiting from a well-planned programme of stimulating and exciting

learning opportunities.

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