

Inspection report for early years provision

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Inspector	Carly Reigler
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2001. She lives with her husband and adult son in a three bedroom house on a residential road in East Dulwich. Children have access to the ground floor, and one bedroom and toilet on the upper floor. There is an enclosed garden. The childminder attends local community groups. She takes children to the local library and park. The childminder is registered to provide care for four children in total of which three may be in the early years age group. There are currently 3 children on roll. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from a local nursery and she 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 has a good understanding of each child's individual needs and effectively supports their welfare and learning. Good quality interaction and well-organised routines are used well to ensure young children are safe, happy and healthy. They enjoy stimulating first-hand experiences that help them to develop the knowledge and skills they will need for their future learning. The childminder seeks feedback about the setting from parents and children in order to further identify priorities for improvement. She implements changes which demonstrate her capacity to improve and maintain existing good levels of practice. Relationships with parents are strong and their wishes are respected, although parents have not had the opportunity to contribute fully to their children's learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend opportunities for parents to be involved in and to support their child's learning, for example by contributing to children's learning journals.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive range of policies and procedures in place to help ensure children are safeguarded. The childminder maintains security effectively by carrying out regular safety checks of her home and has detailed risk assessments that cover all areas of her provision. This means that children's safety is promoted in the home and on outings. All members of the household hold full Criminal Records Bureau checks and the childminder has a good understanding of

how to protect the children from non-vetted visitors to the home. The childminder has a robust safeguarding policy which she shares in writing with all parents.

The childminder has a very professional approach to her childminding. She meets regularly with other childminders and attends training courses to support her in keeping her skills and knowledge up to date. She has a clear vision as to the direction she wishes her practice to develop. Self-evaluation is used successfully to help her evaluate her provision and highlight areas for improvement that will aid her in driving forward her provision. For example, the childminder gathers the views of the children on a day-to-day basis and has sent questionnaires out to parents for further feedback.

Children develop good skills for the future, for example, they learn about sustainability by using recycled resources for junk modelling. The organisation of the learning environment and the good range of high quality, stimulating resources are effectively deployed to allow children to choose with safety and independence. Children have plenty of opportunities to learn about the diverse world in which they live. They see positive images of people's differences through posters, books and resources. The childminder's good knowledge of each child's background and needs is a positive feature of her practice. She offers an inclusive service to children in her care and ensures that she works with parents to understand each child as an individual. She is aware of children's individual learning styles and uses this when organising the day. This means that each child has the opportunity to achieve well.

Parents are kept well informed about their child's progress through daily verbal discussions, information recorded in a daily diary and by sharing children's development folders. Written feedback from parents state they are extremely happy with the care and education their children receive. Children's learning is supported further through the good communication the childminder has with practitioners at other settings the children attend.

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

Children enjoy frequent visits to local parks and community groups, where they are able to mix with a variety of different people. This helps them learn about others and themselves, thus, enhancing their understanding of diversity. Children's early literacy development is encouraged through daily activities such as cuddling up with the childminder to read a story, or by chatting during meals. Children show a secure understanding of the sequence of numbers as they confidently count to 10. Children complete jigsaws which support them in recognising shape and to develop spatial awareness. A good range of games and number charts help children to develop the ability to develop numeric skills and to problem solve.

The childminder uses what she knows to plan ahead. She details children's learning and is able to think about how she can use opportunities to further extend this. She encourages ongoing progress by praising children for their achievements.

This promotes children's self-esteem and confidence, and supports them to be inquisitive and active learners. Parents are encouraged to look at observations and assessments at any time and are made aware of targets that the childminder has identified. However, they are not fully given the opportunity to input into this process.

The childminder has very high standards for health and hygiene. Children play in a scrupulously clean and well-maintained environment. They understand the routines for hand washing, for example, before and after snack time, and the childminder reinforces this message with praise for their knowledge. Children sit together sociably at the table to enjoy the healthy and nutritious meals provided by the childminder. Children form warm and fond relationships with the childminder and thoroughly enjoy her joining in with their play. Children learn effectively to be responsible for their own safety in the home because the childminder explains possible hazards to them. Regular fire drills are also practised so that children know how to keep themselves safe in an emergency.

The children are becoming aware of the wider society through play resources that reflect positive images. In addition they engage in activities, such as making Mother's Day cards, looking at books and singing songs. The children benefit from the childminder's commitment to promoting tolerance and respect for others because she is a good role model.

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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