

Inspection report for early years provision

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Inspection date	14/03/2012
Inspector	Shanti Flynn
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 adult daughter in the New Eltham area of the Royal Borough of Greenwich. The whole of the ground floor of the childminder's house, together with an upstairs bathroom, is used for childminding. There is a fully enclosed garden for outside play. The house is within walking distance of shops, parks and local toddler groups. The childminder is willing to take and collect children to and from the local school. The family has chickens and two cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. There are currently five children on roll, three of whom are in the early years age range. The childminder works with her daughter, who is her assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A key strength of the childminder is the excellent relationship she has in place with children and their families. She uses her extensive knowledge about individual children to provide an outstanding learning environment for them. All children are settled, happy and confident; as a result, they make significant progress in their learning. The childminder maintains an extremely safe environment and her documentation is generally robust. She evaluates her practice very successfully to identify strengths, weaknesses and areas for development. This maintains high levels of continuous improvement, which enhances 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:

- extending existing processes to further encourage parents to contribute to their children's learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her role and responsibilities with regard to safeguarding children's welfare. There are clear procedures in place if she has concerns about children in her care; for example, she has information from the Local Safeguarding Children Board readily available. The childminder maintains a wide range of comprehensive documentation, and implements her

policies and procedures methodically. These help to keep children safe and have a significant impact in promoting and prioritising children's welfare.

The childminder provides an extremely safe and secure play environment. She carries out thorough risk assessments and reviews these regularly. She supports this process with rigorous daily checks of the areas that children access, in order to identify and eliminate any potential hazards.

The childminder has an outstanding commitment to inclusive practice and values each child as an individual. She spends time getting to know children and their families extremely well. Written references confirm that parents particularly value the warm relationships the childminder develops with their children, and the exceptional care that she provides. Highly effective partnerships with parents allow her to find out about children's backgrounds and their interests. For example, she learns basic words in children's home language in order to help understand their needs. Processes to encourage parents to contribute to their children's learning and development records are generally effective. The childminder also works very well in partnership with other settings that children attend. She uses shared information exceptionally well to plan stimulating and interesting activities. Her processes are very successful in meeting the needs of individual children and providing continuity of care and learning.

The childminder makes very effective use of the space available in her home. Children have access to an abundant range of high quality resources that support their learning and development in all areas. Children learn about the wider world through a range of highly stimulating activities and experiences. For example, they celebrate Chinese New Year and go into town to watch the Christmas lights being switched on. They have daily opportunities to play in a very inviting garden where they grow their own fruit and vegetables and look after chickens.

The childminder demonstrates her commitment to improve by successfully addressing the recommendation made at her last inspection. She is passionate about providing a high quality service which places children's welfare at the heart of all she does. Highly reflective self-evaluation identifies many aspects of the setting that are working extremely well. The childminder also identifies areas for development very successfully. For example, she plans to attend further training and to streamline her record keeping. The childminder develops excellent partnerships with other local childminders. For example, she shares information to keep her practice up-to-date and works closely with one childminder who can look after children in case of an emergency.

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

The childminder has excellent relationships with children who thrive under her care. Children play and learn in a highly nurturing and safe environment. The childminder's observations and assessments of children's starting points in learning and their individual progress are robust. The childminder uses this information and

her extensive knowledge of children's interests to plan enriching activities. She interacts with children exceedingly well. For example, when playing with the play dough, she introduces shapes and tools and sensitively adjusts the activity to suit the different aged children. All children develop very good language skills throughout their time with the childminder. Older children happily engage in conversations with her about what they are doing and the childminder takes time to model language and introduce words to younger children. As a result of these processes, children are developing excellent skills in preparation for future learning.

The arrangements for promoting children's health and physical development are very good. Children have access to a large, highly stimulating garden which they access daily to enjoy fresh air and outdoor play. Children delight in playing on the large climbing frame and stepping stones, which promotes their balance, co-ordination and physical skills very successfully. They particularly enjoy looking after the chickens and learn about healthy eating by growing their own fruits and vegetables. They enjoy cooking and eating what they have grown and collected. For example, they enthusiastically help the childminder whisk some eggs for their lunch. Parents value the fact that the childminder only uses fresh ingredients when cooking children's meals. Children confidently explain the different types of recycling, such as, 'the dirty bin, the paper bin and the food bin'. Exciting outings to the local pond, parks and library further extend children's learning about their local community.

The childminder promotes excellent hygiene practices and encourages children to follow them independently. For example, older children know to wash their hands after using the toilet and before they eat. All children have their own named hand towel on a separate hook to prevent cross infection. The childminder gently reminds younger children to cover their mouths when they cough and to put tissues in the bin after wiping their noses. All these practices help to keep children healthy and free from illness.

Children develop an excellent understanding of how to keep themselves safe as the childminder promotes their safety both in and outside the home. For example, when cooking, the childminder gently reminds children to kneel on the stool rather than stand. She regularly practises fire drills and older children fully understand that they need to leave the house to go to their safe place. The childminder uses her numerous outings to teach children about road safety very successfully.

Children are extremely well behaved. The childminder acts as an excellent role model and children genuinely respect and care for each other in a fun and happy environment. The childminder offers praise and acknowledgement of children's achievements throughout the day and this promotes their self-esteem very successfully.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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