

## Inspection report for early years provision

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<b>Unique reference number</b>	EY292739
<b>Inspection date</b>	18/06/2012
<b>Inspector</b>	Helen Steven

<b>Type of setting</b>	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 2004. She lives with her husband and four school age children. Their two bed roomed maisonette is in the Lisson Grove area of the City of Westminster. The home is arranged over two floors with access via stairs to the second-floor entrance and an additional entrance on the upper floor. The upper floor is the main area of the home used for minding for younger children, with lower floor bedrooms primarily used for children to rest and for older children to play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of these three maybe in the early years age range. She is currently minding five children in the early years age group who attend part time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Child Care Register. She provides care for children who are learning English as an additional language and children with special educational needs and/or disabilities.

The childminder holds a relevant level three qualification. She is a member of a local childminding network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's extremely professional approach helps to ensure that children's individual welfare and developmental needs are very well met. Inclusion is at the heart of the childminder's setting and she provides children with warm, consistent care in a stimulating home environment. Her very good knowledge of the children's needs helps to ensure that they can make excellent progress. She has very strong partnerships with parents and other agencies and, overall, the information shared with them is very good. The childminder is consistently working to enhance her childcare practice and to promote very good outcomes for children through self-evaluation and further training.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening the systems to enable parents to review their children's progress and contribute to their child's learning and development record by making periodic summaries of children's achievements.

## **The effectiveness of leadership and management of the early years provision**

The childminder places the highest priority on safeguarding children. She demonstrates a very good knowledge of identifying and reporting concerns. She frequently updates her safeguarding training and carries out comprehensive risk assessments, identifying and immediately addressing any potential hazards. She undertakes fire drills fortnightly so that she is able to evacuate the premises efficiently to safeguard children in the event of an emergency. The childminder shows dedication and enthusiasm for the work that she does and children's best interests are at the centre of this. She is currently undertaking a degree course, demonstrating she is extremely committed to driving improvement. As a result of this course and through input from parents, members of the network and the local authority she reflects and continuously improves her practice. She is currently reviewing inclusion in her setting and how she can promote this effectively to bring about positive changes for all children. She has attended Makaton sign language training and now uses this with all children as an additional resource to aid and enhance their communication skills. She has an excellent understanding of the Early Years Foundation Stage and provides a wide range of exciting play opportunities, resources and activities which help to ensure that all children make excellent progress in all areas of their learning and development. The childminder skilfully adapts these activities so that all children are included at a level that suits their needs. Visits to places of worship within the community help children develop an excellent understanding of people different from themselves.

Parents are extremely happy with the childminder's service. They feel that their children have progressed very quickly since being with her. They really appreciate her ethos of 'outdoor play in all weathers' and her promotion of healthy lifestyles. Overall, excellent quality information is provided to parents on a daily basis as the childminder shares her detailed journals of children's welfare and learning and development with them. However, these do not include regular summaries to make it easy for parents to see and contribute to an overview of their children's progress. The childminder fully supports parents to support their children's learning at home by keeping them informed of their next steps. In agreement with parents, the childminder attends progress meetings at children's nurseries to enable her to contribute and share information to help ensure consistency for each child. She implements an excellent transition procedure visiting children's new schools with their parents before the children leave her service. Parents share information from link agencies to help each child get the support they need. The childminder is an active member of the local childminding network and as a result shares her professional expertise to help enhance and improve the outcomes for children outside her setting.

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

Children are extremely happy with the childminder and have an excellent relationship with her. The childminder makes home visits before placements begin and as a result babies new to the setting already show that they feel very secure and settled. Children play in a very comfortable, child-oriented environment, using different rooms for various interesting activities. The childminder informs them about visitors coming to the home and reassures them until they develop confidence and become engrossed in their play. Children's individual sleep patterns are supported wherever possible. Children are very active learners who make excellent progress and develop outstanding skills for the future. All children, including babies, are given choices and their wishes are fully respected. Toddlers are confident to make their feelings known. For example, they change their minds and decide not to paint. Children behave extremely well and from a very young age learn to put toys away after play, giving them a sense of responsibility and developing their understanding of keeping themselves safe.

The childminder supports babies to lay on their stomachs as well as sitting by placing toys nearby to encourage them to move and stretch. In addition to supporting children in learning to walk, she places resources on the sofas to encourage them to strengthen their legs by standing during play. Toddlers are developing their communication skills extremely well and they sing their favourite songs spontaneously. In addition the childminder uses signing with babies and children as an alternative form of communication. Children are developing a love of books as they visit the library on a regular basis, using their own library cards to borrow books of interest. They choose favourite books and sit closely to the childminder, pointing to the pictures as she asks questions about what they see. The childminder listens exceptionally well to babies and toddlers and actively responds to their communication. The home is rich in text and numbers to encourage children to recognise that words have meaning. Toddlers are given the opportunity to solve problems throughout the day. For example, when they notice a flap in the middle of a book sticking out, the childminder talks to them about it and encourages them to work out how to fix the problem. Regular trips to the local zoo enable children to find out about animals and the childminder supports this activity with relevant resources in her home. Babies are absorbed by the noises made by electronic toys when they press the buttons. Toddlers love looking at the beautiful photos of themselves and their friends that are displayed at low level. This gives them a strong sense of belonging and of being fully valued. Children have easy access to a huge art cupboard that houses a vast array of art and craft materials with which they can freely experiment

Children are learning exceptionally well about healthy lifestyles. The childminder embraces outdoor play in all weathers, taking the children to local parks and playgrounds daily where they learn to be fit and active. Children relish the delicious fresh food that is prepared by the childminder. They help themselves to drinks and make choices about their foods, for example, the flavour of their fromage frais. Children develop an excellent understanding of keeping themselves safe as they frequently take part in evacuation drills. Junk modelling and helping with the

recycling help children develop an excellent understanding of sustainability.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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