

Inspection report for early years provision

Unique reference number	EY377002
Inspection date	12/05/2009
Inspector	Joanna Scott
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2008. She lives with her partner and three children aged 14, 13 and two years, in Staines in Middlesex. The whole of the house is used for childminding except for two bedrooms. Childminding takes place mainly on the ground floor, with sleeping facilities provided upstairs. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years at any one time, two of whom may be in the early years age range. She is also registered on both the compulsory and voluntary parts of the Childcare Register. There are currently three children in the early years age range on roll, two of whom attend on a part-time basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder has highly effective planning and assessment systems in place, and these ensure that each individual child makes very good progress. The children are cared for in a welcoming, inclusive and safe environment, and have space to move and play inside and out. The childminder has excellent systems in place to self-evaluate her provision, and this is successfully driving continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop those areas identified through self-evaluation, for example the evolving systems for tracking development

The leadership and management of the early years provision

Since registering the childminder has been proactive in attending training and sharing information with other providers at cluster meetings. She is very positive and motivated and is driven by her aim to provide the very best quality care and learning for children that she can. She is reflective, which combined with her other systems for self evaluation means she is highly effective at driving the development of her service. For example she reviews the layout of her home, the accessibility and choice of toys, and the planned activities she provides which allows her to identify her strengths and weaknesses and make improvements which benefit the children. The children play in a safe environment. The childminder has detailed risk assessments in place for her home, garden and for outings. She plans trips well and helps children start to learn about keeping safe through discussion and experience, for example explaining to young children they

must always hold her hand when they walk by the river, or near roads. The childminder has clear procedures to follow should she have a concern about the children's welfare.

The childminder is very well organised. She plans a wide range of activities to promote children's learning. She uses her knowledge of the individual children to choose topics that are of interest to them. For example one young child enjoys 'In the Night Garden' and the childminder promotes the child's language and numeracy skills by talking about the pictures of Igglepiggle in a themed comic. Another prefers dinosaurs so she used them as a resource to promote learning for that child. She makes records of children's achievements and uses these to compile individual development folders, this is an area she is evolving. She uses these records for reference when thinking about children's next steps. The partnership with parents is excellent. Currently information about children's starting points is shared verbally with parents, and day to day information is shared through discussion and the use of individual diaries. The childminder finds out as much as she can about each child's individual needs and routines which helps them to settle and feel included quickly. The childminder writes a very detailed and useful monthly newsletter to parents which includes lots of information about planned activities, outings, resources and her training plans. This means that parents have a very clear picture of their child's learning and play opportunities, and can reinforce this through discussion on their way home.

The quality and standards of the early years provision

The children are happy and busy. The childminder has created a warm and welcoming environment by displaying lots of the children's current art and craft activities, as well as planning and notices for parents. Children enjoy a wide mix of well planned activities in and out of the home. For example they visit a children's centre to play and mix socially with others, and go for walks. They are very interested in the activities the childminder plans. Currently they are learning about fairy tales, and this week they are enjoying 'Little Red Riding Hood'. They happily take part in gluing and sticking a picture of Miss Hood and talk about where they will display their creation for the parents to see. They take an active role in story time using finger puppets and props, and join in enthusiastically with the familiar book.

Children have excellent opportunities to learn about being healthy. They learn from a young age to brush their teeth, and wash their hands to stop germs which might make them sick. They enjoy nutritious home cooked meals and snacks, and access their own drinks when thirsty. Children are learning about sun safety. The childminder ensures that she uses her garden for outdoor learning as well as being active. The children get plenty of fresh air and develop their balance and co-ordination as they bounce on the mini trampoline and use the slide. They have fun posting the letters they have made earlier in the letter box of the role play café which is set up outside. The children are beginning to learn that words carry meaning as they mark make and use stickers as stamps. The childminder supports the children as they play which extends their learning and enjoyment, for example

when she sees a child looking at the labels in some pot plants they have grown she encourages them to name colours and identify those less familiar to them.

The children are learning to keep safe. The childminder prepares activities which help children start to think about safety. For example she provides dressing up hats and tabards and she and the children tour the house as fire fighters, and talk together about which is the quickest way to leave in a fire. She persuades a reluctant young child to put their boots on to go outside, explaining they might hurt their feet and could step on a bee. The children are learning about boundaries, sharing and feelings. The childminder has a confident and positive approach to behaviour management. She is consistent, and uses techniques such as praise and encouragement to promote wanted behaviour. She ensures children are meaningfully occupied, and successfully uses distraction to re-direct children when needed. The children thoroughly enjoy their time with the childminder, and flourish in her care.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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