

Inspection report for early years provision

Unique reference number	139799
Inspection date	22/05/2009
Inspector	Cheryl Walker
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 has been registered since 1992. She lives with her husband and three children in a house within the London borough of Sutton. The ground floor is the main area used for childminding and the bedrooms are available for children to rest. There is a fully enclosed garden available for outdoor play. The family have two dogs and two cats.

The childminder attends local toddler groups, libraries and parks on a regular basis. She walks to local schools to take and collect children. She is a member of the National Childminding Association. She is registered to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. The childminder is currently minding two children in this age range and a number of school aged children. The provision is registered on the compulsory and voluntary parts of the Childcare Register offering care to children aged five years to 11 years.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children make exceptionally good progress in their learning and development. The childminder works hard to ensure children are kept safe and receive a high standard of care. All children are made to feel welcome in this inclusive provision. The childminder productively balances her time to encourage all children's interests and include their ideas in her planning of activities. She successfully evaluates her practice and setting to establish the areas that she wishes to develop for the optimum benefit of the 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:

- continue to develop the observation and planning systems

The leadership and management of the early years provision

Children thrive in this well-organised provision. An excellent understanding of the way children learn best means that the themes of the Early Years Foundation Stage are very well delivered. Children learn in an environment where their uniqueness is highly valued, enabling them to become strong and independent through a sound base of secure and loving attachments to their carers.

The childminder takes good steps to ensure all policies, procedures and record keeping are up to date, well maintained and comprehensive, to promote children's welfare. Resources are thoughtfully and considerably stored, so that all children

can develop autonomy and independence within the setting. Parents are provided with good quality information about the care on offer and they are updated on a daily basis about their children's time with the childminder.

Arrangements for safeguarding children are robust, regularly reviewed and carefully managed. The childminder is extremely vigilant in noting prospective hazards and risks, and ensures that thorough risk assessments are in place to minimise dangers both inside and outside of the home. She demonstrates a secure understanding of her responsibilities with regard to protecting children.

The quality and standards of the early years provision

Children's interests are at the forefront of planning for their individual needs. A baseline assessment of the things that children can already do, developed in conjunction with parents, ensures that the childminder is aware of each child's current stage of development. Because children have involvement in the planning of activities, their interest is heightened, resulting in them staying engaged for longer periods of time as they are keen to learn. Good assessment records are continually being developed to support and guide the childminder and give a clear indication of progress to parents.

Children feel secure within a setting where realistic boundaries and routines enable them to rise to challenges and experiences. They discuss and set the rules of the setting together and work towards a harmonious environment, where individuals are respected and valued. Children are enabled to communicate effectively through the use of sign language, which helps them with their frustrations when they are not yet able to verbalise their needs. They benefit from the positive outlook of the childminder and her high levels of enthusiasm.

The environment is very well planned to ensure children have consistent opportunities to choose their toys and independently access their activities. Children gain an enormous sense of well-being and security because the childminder is extremely sensitive to their individual needs and knows them exceedingly well. Children show high levels of confidence in surroundings that are familiar to them. They talk happily about where they have been and what they have seen, recalling events that are important to them.

Children have excellent opportunities to learn about different cultures when they pick a country in the world and research using books, pictures and the internet to find out about differences. They take part in craft activities to make didgeridoos from Australia, learn about different animals and their habitats and discover the variety of foods around the world. Their work is displayed, showing that their achievements are valued.

The childminder shows a secure knowledge of the six areas of learning and incorporates all areas in to the activities she provides. Children develop mathematical skills during play when they count the number of spoons full of rice it will take to fill a bottle. They learn to share and take turns when they pretend to be the shop keeper or customer and count the pennies to pay for their goods.

They enjoy sensory experiences and scientific experiments when they discover what floats in bottles filled with water, and enjoy watching the variety of items moving in the bottles they have made.

Health is very well promoted when children have daily opportunities to experience the outdoors through local trips, outings and by using the well resourced garden area. They help to cut up the variety of fruits available for snack time and can independently access fresh water from the water dispenser. Children develop a good understanding of dangers and of keeping themselves safe. They talk about road safety when they walk to school and practise safely crossing the roads. They discuss a pet handling agreement and think about the types of behaviour that pets may or may not like. The childminder is consistent in her high level of supervision to ensure children are well protected, whilst allowing children to learn from their mistakes and rise to challenges.

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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