

Inspection report for early years provision

Unique reference number	132047
Inspection date	05/06/2009
Inspector	Janet Marie Thouless
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 2000 and lives with her two children, aged over eight, in a house in Old Malden, which is in the Royal borough of Kingston upon Thames. The house is close to local schools, shops, parks and a mainline station. All areas of the childminder's home may be used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for three children aged under five years and three children between five and eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder holds an early years qualification.

The childminder walks or drives to local schools to take and collect children. She attends several parent/toddler groups on a regular basis. She is a member of the national and local childminding associations.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder effectively meets the needs of all children she cares for and acknowledges them as unique individuals, whilst acknowledging their age, gender, ability and ethnicity. As a result, children are extremely settled and thoroughly enjoy their time with both the childminder and their peers. She evaluates all aspects of her work and seeks the views of both parents and older children on how to develop her practice further. This enables her to ensure her provision meets both the welfare and the learning and development needs of all the children for whom she cares.

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 children's assessments to inform the next steps in children's learning.

The leadership and management of the early years provision

Effective risk assessments identify and reduce risks to children. As a result, children are kept safe within the home, garden and whilst on outings. Settling-in visits are used to establish key information about each child, such as their health and learning needs, language and religion and any particular dietary requirements; this indicates that every child is included and their needs supported.

She undertakes professional training to enhance her knowledge and skills, and carries out regular reviews of her premises, equipment and practice. She conscientiously incorporates recommendations for improvement into her practice. The high quality of care is supported by the childminder's comprehensive policies and procedures, which she regularly reviews and updates to reflect changes in legislation. Her clear understanding of child protection issues enables her to safeguard children from harm or abuse.

The childminder has established close links with other local childcare providers where minded children attend. This helps to establish collaborative working, continuity and consistency of care for the children in the Early Years Foundation Stage. Children benefit from the childminder's extremely well established two-way communication system, as she works closely with parents to support individual children's needs to promote continuity of care. The childminder provides a rich range of first-hand play opportunities that promote each child's progress in all areas of learning and development.

The quality and standards of the early years provision

Children are enthusiastic learners who are making very good progress from their individual starting points. Regular observations are carried out in order to help the childminder monitor their individual progress; knowledge of children's needs, interests and progress are then used to inform future planning; consequently, children make very good progress towards the early learning goals.

The childminder interacts extremely well with children to promote their development; she provides guidance, reassurance and comfort as required. Activities are planned as a result of children's own interests and thoughts; and ideas are clearly listened to, acknowledged and respected. For example, young children show a great interest in cause and effect resources, they show excitement as they learn to press the buttons and explore the light and sound toys. The babies' early sounds for communication are positively acknowledged and responded to by the childminder as she encourages them to build their confidence. Older children enjoy more imaginative play, such as the role play area, dressing up and the train set. They show great delight whilst chasing bubbles or balloons and enjoy exploring the extremely wide range of resources within craft activities. Children have very good opportunities to share books with the childminder and can be seen through out the day looking at their favourite books. Often requesting that they are read to over and over again. School age children enjoy a wealth of art and craft activities, such as painting, modelling and drawing on their return home from school.

The childminder helps children learn to respect diversity. They celebrate festivals from a variety of cultural traditions, while play resources, such as doll's house figures, represent positive images of people of different ages and from different ethnic groups and those with additional needs. Excellent behaviour is maintained as children are purposefully engaged and eager to soak up the exciting learning experiences on offer. They develop a strong sense of caring for and helping others.

Children's physical well-being is promoted exceptionally well as they sleep in accordance with their individual needs and enjoy an excellent selection of healthy, nutritional meals and snacks. Children are consistently protected against infection as the childminder maintain a clean and very hygienic environment and help children to clearly understand the importance of personal care routines, such as wiping noses with tissues and washing hands thoroughly. Children have excellent opportunities for physical play on a daily basis. For example, playing actively in the childminder's spacious garden with a very wide range of play equipment and enjoying many worthwhile outings.

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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