

## Inspection report for early years provision

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<b>Unique reference number</b>	137656
<b>Inspection date</b>	27/02/2009
<b>Inspector</b>	Caren Carpenter
<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 1994. She lives with her husband who is her assistant and two adult children in a three bedroom house, which is located within the London borough of Brent. The extended through lounge, downstairs toilet and shower room are used for childminding. There is an enclosed outdoor play area. There is one step to access the premises.

The childminder is registered to care for a maximum of six children under eight years and is currently caring for three children in the early years age group. When working with her assistant the childminder may care for a maximum of 10 children under eight years.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools. The childminder takes children to the local parks, toddler groups and the local library.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The childminder provides a safe and secure home where children are happy and relaxed. The well organised learning environment captures children's interest exceptionally well, because the childminder plans extremely well for each child's individual needs based on their starting points and capabilities. Excellent links with parents and other settings children attend promotes integrated care and learning. The childminder has evaluated her provision and has identified her areas for improvements with plans made for the future.

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

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

- continuing to involve parents in planning the next in step in their children's learning.

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

Children make excellent progress towards the early learning goals, because the childminder strives hard to make sure their welfare, learning and development needs are extremely well met. Information about each child and their interests are used exceptionally well by the childminder to plan and provide an excellent range of interesting and stimulating activities that successfully supports children to build on skills they already have.

Detailed assessment and photographic observation records show children engage in a superb range of activities across the six areas of learning and the next steps for their development link effectively to the Early Years Foundation Stage (EYFS).

The childminder organises her home and play resources superbly, enabling children to make choices about their play, promoting their independence. For example, children choose from an exciting and interesting range of quality play resources that are stored in boxes supporting their independence skills. Flexible routines and an excellent balance of indoor and outdoor activities mean that children can play in a spontaneous manner and can make decisions about their play.

The childminder ensures the continuous improvement of her provision by assessing and recording what is being done well and what needs to improve. She is able to identify areas to build upon her existing good practice to ensure that children's time with her is positive and rewarding. For example, by continuing to involve parents in planning the next steps in their children's learning.

Overall safeguarding procedures are robust and ensure children are protected from harm and neglect. In addition, children's safety is exceptionally well promoted. The childminder is extremely proactive in teaching children about road safety and uses bright and colourful resources from the children's traffic club to help them develop their road safety awareness in a fun and enjoyable way. The written risk assessments are reviewed regularly and support the visual checks carried out daily, which ensures children are safe at all times.

Very thorough and comprehensive records, policies and procedures underpin all aspects of the childminders day-to-day practice. In addition, policies and procedures are shared extremely well with parents in the form of a welcome pack given to all new parents and all required written consents are in place.

The childminder offers an inclusive service and welcomes all children into her care. Partnership with parents is excellent. A superb range of information is obtained from parents at the start of the childminding arrangements and is used effectively by the childminder to plan and provide care that meets children's individual needs and interests. Parents are provided with good quality information about the EYFS. They are kept extremely well informed about their children's achievements, there is an effective two-way flow of information and the childminder provides parents with written feedback each day in the form of a daily dairy.

The childminder values parents' comments and seeks their views through a parents' satisfactory survey on what she is doing well and areas for improvement. Written comments from parents say: 'the childminder is extremely well organised'; 'she is truly dedicated providing a high level of constant and reliable care for the children'; 'they enjoy healthy and nutritious meals'; 'she is considerate to children's needs'; and 'they are extremely happy with the quality and standard of care she provides'.

## **The quality and standards of the early years provision**

The childminder has an excellent understanding of the EYFS and the learning and development requirements. This allows her to plan high quality activities and to follow the child's lead in their play, giving an excellent balance of adult-led and child-led topics. For example, children talk about going shopping to the local community shops with their parents to buy potatoes and onions to make vegetable curry at home. Due to the children's level of interest in going shopping the childminder plans regular shopping trips to local shops. In preparation for one of the shopping trips, the childminder discusses with the children the list of fruits and vegetables they will be buying. Children enjoy selecting the vegetables and fruits and the childminder introduces others that they are not familiar with, such as passion fruit, marrow and guava. The children describe the shapes and colours of the fruits and vegetables, such as long, small, short and round and the childminder encourages them to feel and smell them. In addition, the childminder extends the children's learning through a blind-fold tasting activity. For example, she encourages the children to try tasting a variety of fruits including sour fruits, such as a lemon. During the activity children describe some of the fruits as sweet and some as sour, identifying the ones they do like and ones they do not like. This clearly demonstrates the childminder's excellent knowledge and understanding of how to engage and capture children's learning through an excellent range of activities. As a result, children acquire good habits as active learners and make excellent progress in their communication, language and problem solving skills.

Children benefit tremendously from visiting various places of interest, such as Alderham Country Park and farm. They find out about the types of equipment farmers use on the farm, such as tractors. Children eagerly discuss the smell of the farm and the animals that live there. In addition, they learn about past and present methods of farming, such as using horses and carts for ploughing the farmland, promoting their learning in knowledge and understanding of the world.

Children gain extremely good understanding of staying healthy. The childminder actively promotes a healthy environment because she is a good role model. She teaches children well how to stop germs from spreading by displaying hand washing notices in the bathroom area as a gentle reminder for children to wash their hands after visiting the toilet.

The childminder considers children's dietary needs when planning the weekly menu. Children are offered healthy and nutritious meals and snacks and a selection of fresh fruits daily. They enjoy home cooked meals, such as couscous, dhal, rice, plain yogurt, salad and humus. In addition children enjoy helping to prepare their own sandwiches for their lunch and have good access to fresh drinking water, which they can help themselves to when they are thirsty. Children have excellent opportunities to enjoy fresh air and exercise, for example, they play in the garden and visit the local park and toddler groups. They use a range of outdoor equipment, such as bouncy castle, hoops and wheeled toys and participate in a selection of games, such as tennis and basket ball, developing their large muscle skills.

The childminder has very clear and meaningful written guidelines for acceptable behaviour for children. These are fully discussed and agreed with parents to ensure consistency. For example, she praises children's achievements to promote confidence and self-esteem. She has built close and loving relationships with the children. As a result, children are extremely happy and settled 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.