

Inspection report for early years provision

Unique reference number	137948
Inspection date	27/07/2009
Inspector	Patricia Ann Edward
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 1996. She lives with her partner in the London borough of Merton. All areas of the premises are used for childminding. There is a fully enclosed rear garden that is accessed via a step down to a level patio and grassed area.

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

The childminder holds a National Vocational Qualification (NVQ) at level 3 in early years and childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder constantly reflects on the way she works and shows excellent commitment to improving her knowledge and understanding of childcare issues in order to benefit the children in her care. She promotes all aspects of each child's welfare with great success, ensuring they are totally safe and secure at all times. An extensive range of experiences offered ensures that children are happy and very settled in the stimulating and homely environment. The childminder is highly reflective of her practice and evaluates how future improvements can be made.

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 practical ways to involve parents in their child's continuous learning and development

The leadership and management of the early years provision

The childminder has a wealth of experience, understanding and knowledge. As a result, children receive excellent care tailored to their individual needs. Well managed settling-in arrangements ensure children develop confidence and feelings of security at a time of change in their lives. The childminder's organisation of the setting is exceptional, which means it runs smoothly on a day to day basis. Activities are well resourced and the use of space is highly effective in meeting children's needs. For example, unless extreme bad weather, children can 'free-flow' from the indoor play areas to the garden whenever they choose. The childminder has taken great care and consideration in labelling boxes of resources

and in positioning displays and mirrors at suitable levels for all children to see and enjoy them. Each child's character and stage of development is well known to the childminder. She places a strong emphasis on acknowledging the uniqueness of each child and using observations and assessments of their progress to plan for their next steps in learning. Partnership working is very well established. All parents regularly contribute to the assessment and reviews of their child's progress. This ensures solid communication and consistent outcomes for children.

The childminder is extremely organised. All records and registers required for the efficient and safe management of the provision are in place and are accurately maintained. Well written risk assessments ensure that any potential hazards are easily identified and acted upon. The childminder places strong emphasis on maintaining the children's safety and security at all times. Separate assessments are undertaken for each type of outing which means that children are kept safe when they are away from the childminder's home. Safeguarding is carefully addressed as the childminder has a clear policy and very good knowledge and understanding of child protection issues. Parents are fully aware of her responsibility to safeguard their child's welfare. The childminder maintains a current first aid certificate and has undertaken numerous other training courses to significantly enhance her care for the children and to become familiar with changes affecting her childminding role. Effective links are established with other early years settings that the children attend, in order to ensure appropriate information sharing and a consistent approach.

The quality and standards of the early years provision

The childminder effortlessly shows affection and care towards the children, giving them plenty of praise and encouragement. Young children receive lots of cuddles and show they are content in her care. They crawl around the room, exploring the resources which are easily and safely accessible, such as the soft toys, shape sorters and cause and effect toys. The childminder thoroughly and objectively evaluates her provision. Individual files clearly illustrate children's progress through effective observations, photographs and reviews. The childminder uses this information to plan for the next steps in their learning. Her professional approach to individual planning ensures that children experience a balance of activities across all the learning areas to support their overall development.

Children enjoy an outstanding range of activities which are compatible with their interests and include all six areas of learning of the Early Years Foundation Stage. The time spent indoors in the designated play areas is used effectively. Children follow a healthy lifestyle and older children learn why such routines are necessary to good health. They refer to the posters and refer to the importance of rubbing hands together when washing their hands. Snacks and mealtimes are sociable occasions and children tuck into their meals with enthusiasm. The childminder is proactive in developing their understanding of healthy eating and where their food comes from. Children are actively involved in growing fruit, vegetables and plants, taking pride in pointing this out to visitors.

There is a exceptional balance of adult-led and child-initiated activities. Children

also attend a number of local groups, which provides them with opportunities for social experiences. The childminder carefully observes children's responses when they have new experiences and she supports them in becoming more confident in these situations. For example she is aware that one of her minded children is hesitant when accessing messy play resources. She is now beginning to plan activities and opportunities to encourage the child's tolerance and interest in these activities. She organises her time to be able to provide individual opportunities for them.

Children are treated as individuals by the childminder, who knows their likes, dislikes and personal interests well. Consequently, she provides a range of toys and resources which she knows they will enjoy. For example, children who love drawing are provided with paper, envelopes, scissors, mark making materials and stickers. They show concentration and free expression as they create invitations and use the stickers as stamps. She engages in their play appropriately to extend their learning, chatting about what they are doing, thereby developing their language skills and encouraging them to identify colours and numbers. The childminder also uses outdoor activities such as hop scotch to promote problem solving and number development. Children have lots of fun accessing the outdoor equipment and extend their skills using the large fixed play equipment at the local park.

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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