

Inspection report for early years provision

Unique reference number	EY309780
Inspection date	30/07/2009
Inspector	Jane Davenport
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 2005. She lives with her husband and three daughters aged 16, eight and seven years of age. They live in a house in Ilford in the London borough of Redbridge, which is within walking distance of the local schools, shops, parks, bus and train routes. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She takes children to the local park, toddler groups and the library on a regular basis.

The childminder is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time, three of whom may be in the early years age group, and is currently minding three children in the early years age group on a full and part time basis. The childminder is a member of the National Childminding Association and the Redbridge Childminding Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder is conscientious and dedicated to providing high quality childcare. She continuously develops and extends her already excellent practice through attending regular training. Children are highly valued by the childminder, who fully promotes an inclusive environment and ethos. The childminder unfailingly includes and involves parents in their children's care which, in turn, has an extremely positive impact on the children's continued learning and inclusiveness. She constantly evaluates her service and ensures continuous, ongoing, development of the provision. Detailed records, policies and procedures are regularly updated and help contribute to the exceptional care provided.

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 build upon and secure the partnerships being forged with other professionals delivering the Early Years Foundation Stage

The leadership and management of the early years provision

The childminder has been proactive and devoted to ensuring her establishment offers exceptional care to children. She has an extensive knowledge and skills around the Early Years Foundation Stage (EYFS) requirements and incorporates these exceptionally well to promote children's welfare, learning and development to an elevated level. Parents are invited to contribute to the initial assessment of their child, when they complete their 'Building the picture' form to help identify

where their child fits in to the EYFS. This consultation with parents is ongoing as she discusses relevant observations and the next steps for learning targets on a regular basis. The childminder is beginning to make links with other providers to effectively ensure the individual needs of each child are consistently met.

The childminder organises her home to accommodate and meet the individual learning needs of all children. Time is managed resourcefully and smoothly to allow all children to finish activities and receive an enjoyable experience throughout the EYFS and, coupled with this, she ensures that the children remain safe, healthy and exceptionally well stimulated. Children's safety is paramount to the childminder; risk assessments are methodically in place, with daily checks competently undertaken. The childminder has a comprehensive knowledge of her responsibility to protect children and has thorough procedures in place to enable her to act professionally if she has a concern. She carries out frequent fire evacuation drills with children and makes them aware of how to keep themselves safe when out and about.

The childminder evaluates her practice securely and accurately. She is proactive and forward thinking in seeking to improve what she offers the children, identifying where she needs additional training and attending relevant courses. She adapts her practice as a result of training and from the use of the excellent reference books she has obtained for herself. Consequently, she shows excellent capacity for further improvement.

The quality and standards of the early years provision

Children thrive and are confident, happy and settled in the childminder's care. They benefit from purposeful discussions, activities and outings with her which support and extend all areas of their development exceptionally well. Children make excellent progress in relation to their starting points. A warm and homely environment ensures children feel at ease. Photographs and artwork on display value the children who attend. Resources are very accessible both in and out of doors to promote children's independence skills. This enables children to make their own choices and decisions and to initiate their play and ideas. For example, a painting activity outside with paper and small brushes turns into a painting and decorating session when the children prop a large piece of cardboard against the shed and use large sponge brushes to decorate their 'wall'. Young children are encouraged to recall their incidental learning when they are asked 'Do you remember which two colours we mixed to make orange?' and they correctly reply 'Red and yellow'.

The childminder is exceptionally in tune with the children she looks after. She purposefully uses activities to extend children's learning and development and regularly takes her lead from them. For example, she adds dry pasta to a corn flour and water activity when a child imaginatively states that they are cooking pasta for her. Even the very youngest children participate in the creative activities on offer, fully supported by the childminder. A wealth of resources is on offer, which clearly covers the six areas of learning extremely well; this includes story sacks and natural treasure baskets which are used to invite the children into

exploring and developing their senses. Children are sensitively and positively introduced to resources that develop their knowledge and understanding of the wider world. This includes playing with dolls with walking frames and prosthetic limbs, reading books with dual language texts and listening to tapes featuring Islamic songs.

Children's physical needs are very well met as they use a range of equipment in the garden and when out on trips. Children learn about keeping healthy as they talk about washing their hands before eating and how spinach will make them grow strong. They grow their own fruit and vegetables and learn that their tomato plants need the sun and water to help them flourish 'just like we do'. The childminder demonstrates an excellent knowledge of food safety and healthy eating and has attended appropriate courses to ensure that her practice is effective to help promote and maintain children's good health. Children also learn about caring for the environment in a meaningful way. For example, they attended the 'Green Fair' locally and have learned about the benefits of re-cycling materials, making some innovative musical instruments out of junk materials.

The childminder is flexible, patient and interested in the children. She plans activities and provides experiences that are fun and challenging for each individual child, based on their personal learning plan. The childminder ensures that activities will help them to learn and develop in each of the six areas of learning, at a pace that is suited to them. She regularly observes the children in her care and uses this information to help plan future activities and experiences that individual children will enjoy and which will further support their learning and development. Planned activities sometimes include going outside in the rain with umbrellas the children have decorated, or playing doctors to help reassure a child who has a doctor's appointment. The childminder keeps excellent, clear, records of children's learning in their beautiful 'My Learning Journey' books. These include sensitive observations linked to the six areas of learning, examples of the children's work and many photographs. The childminder ensures children are engaged in the activities that they enjoy, as this will help them to be positive, motivated learners. Children are encouraged to share their ideas with the childminder and to try different activities in which they may need to persevere. The childminder has built very good relationships with the children in her care and they feel confident, encouraged and well supported.

Children are encouraged to co-operate with one another and form good relationships and their behaviour is exemplary. They are polite, respectful and kind to one another. Children have many opportunities to mix with other adults and children in childminding drop-in groups and when seeing friends. The childminder has a well thought out equal opportunities policy, which values all people regardless of culture, needs, gender, background, or religion. This is always promoted with the children both inside and out of the setting.

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----