

Inspection report for early years provision

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Inspection date	05/11/2009
Inspector	June Fielden
Type of setting	Childminder

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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.

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Description of the childminding

The childminder was registered in 1995. She lives with her husband and three children aged 15, 12 and seven in Purley, Surrey, close to schools, parks and shops. The whole of the ground floor and three bedrooms on the first floor of the childminder's home are used for childminding. Children have access to an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight at any one time, no more than three of whom may be in the early years age range. She is currently minding four children in this age group, some of whom attend the setting part-time. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register and offers care to children aged up to 13 years.

The childminder takes and collects children from local schools and regularly attends toddler groups. She is member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has a thorough understanding of each child's specific needs in order to successfully meet their welfare and development needs. As a result, she is able to ensure that children make extremely good progress in their learning. They are cared for in an exceedingly warm and welcoming atmosphere where the childminder is conscientious about maintaining their safety. The childminder has a purposeful relationship with parents and others providing care for the children she minds. She provides an inclusive environment for children, where she raises their understanding of the world around them. Through self-evaluation the childminder is able to monitor the excellent service she provides for the children in her care.

What steps need to be taken to improve provision further?

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

- ensuring that the bush/hedge boundaries on either side of the garden are included in the risk assessment, to reflect the effective safety practices already in place

The effectiveness of leadership and management of the early years provision

Children's care and learning are exceptionally well promoted because the childminder has an excellent knowledge and understanding of the Early Years Foundation Stage (EYFS). The childminder fully understands her legal duties and

responsibilities to ensure children's welfare and has recently updated her training in child protection. Her excellent partnership with parents means that information to assist her in safeguarding children is effectively exchanged with them. The childminder checks her home daily, to ensure that it is safe for children, and she keeps a written record of her risk assessment, accurately following the requirements of the EYFS. She also conducts and regularly reviews her risk assessments for all outings children are taken on. The childminder has an effective range of policies and procedures in place and parents receive their own copy of them. She is committed to improving her practice and continuing her professional development, and as a result she has attended a wide range of relevant courses since her last inspection. These include completing a Diploma in Home-based Childcare, providing her with the knowledge she needs to continue to effectively maintain continuous improvement.

The childminder makes extremely good use of the space available for children to play, and they move around freely, accessing for themselves the toys they wish to use. She has an excellent selection of resources to cover the whole age range of minded children, and they are easily accessible to them. The childminder successfully raises children's awareness of recycling. They know that fruit peelings and other food go into the compost bin, and that paper is also collected for recycling. She effectively promotes children's understanding of differences through discussion, her substantial resources, and the books she shares with them. Children are also taught that they cannot play with small toys such as marbles when babies are around, as it could be dangerous for them. The childminder's self-evaluation form provides an accurate evaluation of her setting. She includes among her strengths the way in which she involves parents in the evaluation process by seeking their opinions through questionnaires, and acts upon the results of these. The childminder also values ideas from children and goes to great lengths to follow up on their suggestions, such as when one young child showed a particular interest in rockets. As a result, she planned activities specifically for this child, to include trips to the library for research, junk modelling, and playing pretend games on travelling to the moon.

Since her last inspection the childminder is considerably more aware of the importance of working with others providing care for the children she minds. She now earnestly seeks to promote such partnerships, meets with the key person at the groups her minded children attend, and is proactive in exchanging information with them. The childminder has an extremely good understanding of how to care for children with special educational needs and has attended training in this area, to further improve her knowledge. The childminder has also learnt some sign language to assist her in communicating with children that have English as an additional language.

She makes an excellent range of information available to new parents and encourages them all to be involved in supporting their child's learning and development. They are shown the planning to enable them to follow up on what the childminder is covering with them at home should they wish to. Parents also see any work their child produces, and their development records are available to them at all times. The childminder has effectively met the recommendation made at her last inspection, which required her to extend her system of recording how

children spend their time at her setting to also include the older children she cares for. As a result, all parents now receive exceptionally well kept daily diaries, providing them with detailed accounts of what their child does while in the childminder's care.

The quality and standards of the early years provision and outcomes for children

Children make substantial progress in all areas of learning as a result of the childminder's highly effective planning, which is based on the regular observations she makes of them. These are used as a basis for her assessments, in order to plan children's next steps in learning. There is an excellent balance of adult-led and child-initiated activities, and the childminder is flexible in her approach to putting her planning into action. Children's records include the childminder's detailed observations for each area of learning, photographs of them engaged in activities and their play plans. The childminder effectively engages children in conversation about the toys they are using and asks them questions related to what they are doing, as she develops their thinking and investigative skills. Babies are encouraged to develop their independence. The childminder applauded one child for standing up and taking their own weight while they were playing. Children exercise on the large equipment in the play park and develop their small muscle skills as they place small shapes in the correct section of a shape sorter. They play with a working model of a castle that fires a toy cannon, while the childminder encourages them to think about how this works. Children play with the dressing up clothes to further promote their understanding of diversity.

Children follow successful hygiene routines. They use tissues to independently wipe their own nose, and the childminder checks that they put the dirty ones in the bin and then clean their hands. Children are offered extremely healthy choices at meal times, and the childminder consistently ensures that they eat a range of fruit and vegetables. One child was able to explain that apples and satsuma's are good for them. The childminder effectively promotes children's understanding of keeping themselves safe. For example, she teaches them to look where they are going when crossing the road and explains why they need to do this. Efficient safety measures are in place, and the childminder regularly practises her fire evacuation plan with children and keeps a record of this. She does this on different days and times to include all children. Children are exceedingly relaxed and comfortable in the childminder's presence and are happy to ask her questions. Babies smile at the childminder as they independently crawl around her home. There are currently some gaps in the boundary bushes/hedges in the childminder's garden, mainly due to the removal of a tree. She is well aware of this situation and ensures that she remains with children at all times when they are using this area. Children are involved in making and monitoring their own rules in the childminder's home, and cooperate and share well with each other. They have access to a laptop computer and use a toy fax machine and programmable resources to effectively develop their skills in information technology.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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