

Inspection report for early years provision

Unique reference number	137982
Inspection date	18/11/2009
Inspector	Sandra Patricia Jeffrey

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 1998. She lives with her husband, a daughter aged 21 and a son aged 19. They live in a three bedroom, mid-terraced house in Mitcham, close to a railway station, local shops and schools. The ground floor is used for minding with a sitting room/play room, kitchen/diner and downstairs toilet. Two bedrooms on the first floor may be used for children's rest. There is a fully enclosed garden available for outside play. The family have two cats and some fish.

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

The childminder holds a recognised childcare qualification and helps to run a local toddler group. She is a member of the National Childminders Association and the local Childminding Network, with whom she is registered as a support childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a safe, stimulating environment and works extremely hard to foster an inclusive and welcoming environment for all children and their families. She knows the children very well and provides interesting and exciting activities that promote their individual learning and development. All children are valued and warm and trusting relationships are fostered, therefore, enabling children to feel safe and secure.

The childminder is very flexible and sensitive to the needs of working parents and ensures excellent partnerships with them. There are highly effective systems in place to provide excellent daily communication with parents. Extensive and comprehensive records on children's individual progress and achievements are continuously shared with parents. The childminder has researched in depth the Early Years Foundation Stage (EYFS) framework and in doing so has been able to successfully evaluate her practice and the activities she provides.

The childminder's ongoing self-evaluation of her provision, incorporates the views of the children and the parents and as such, ensures there is a high capacity to maintain continuous improvement. The childminder regularly attends training as part of her commitment to improving outcomes 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:

- ensure toys and play resources are stored safely and do not present a hazard.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed and carefully managed.

The childminder demonstrates an excellent understanding of protecting children, and attends training on a regular basis to refresh her knowledge. Comprehensive policies and procedures, detailing her role and responsibilities, in relation to reporting any concerns, are made available to the parents.

The childminder demonstrates her ambition and drive for improvement in the service she provides with great enthusiasm. She is clearly dedicated to the children in her care and understands that by attending training on a regular basis, she is continuously enhancing the welfare and learning and development opportunities for children in her care.

The childminder provides a completely child centred and welcoming environment, where children confidently help themselves to an abundance of very well maintained toys and resources. The childminder's home has been organised to maximise children's comfort and enjoyment and children feel at ease in the welcoming surroundings, where the childminder ensures they all feel truly welcomed. The childminder enthusiastically dedicates her time to them, getting down to their level, playing matching games and encouraging them to recognise letters that are familiar to them for example.

The childminder is fully committed to inclusion and values diversity and respects differences, which is reflected in all aspects of her service. Children have access to a meaningful range of activities and resources, including an extensive range of books and puzzles of a multicultural nature and dolls of varied skin tones, which promote a positive view of the wider world and increase their understanding of diversity and consideration of others.

The childminder completes comprehensive risk assessments which include assessments of the many different outings she undertakes with the children. In addition, she also completes risk assessments in the home and garden and identifies any action to be taken to eliminate any potential risks. The childminder could improve the evaluation of these risk assessments by ensuring that all toys and play resources are stored safely and do not present a hazard.

The childminder has an up to date first aid certificate and all appropriate medical information and consents from parents for the children in her care. Emergency evacuation procedures are routinely practised, ensuring that children are familiar with the routine and the local fire brigade have carried out a home safety assessment, further promoting the children's safety.

The childminder is exceptionally organised and manages her time well, enabling children to enjoy a full programme of activities. The daily routine always includes an outing and children's individual sleep and mealtime routines are adhered to. The childminder constantly evaluates the service she offers in order to identify any improvements that can be made to the benefit of the children. To this end, the childminder has identified that she would like to extend the storage units for the toys inside the home and also hopes to overhaul the garden and outside equipment with the help of some additional funding that is due.

The childminder has very comprehensive records, policies and procedures that she regularly updates to ensure they are current. Parents are provided with a wealth of information about the EYFS in addition to the extensive policies and procedures. The childminder works hard to ensure that excellent systems to promote partnerships with other professionals involved in the care of the children are in place. Parents receive excellent information relating to their children's progress, including text messages, incorporating picture texts, of their children's latest achievements and developments. Parents praised the childminder for her tireless dedication to their children and her flexibility in relation to their working commitments. Stating that 'she is an integral part of our family structure' and 'has a great "can do" attitude towards her job and absolutely loves the children'.

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

As a result of the expert care and exceptional dedication afforded to them by the childminder, the children are extremely happy and settled and are making excellent progress in their development. The childminder is clearly passionate about empowering the children in her care and works tirelessly to build their confidence and self-esteem.

Children benefit from consistent and familiar routines, with boundaries and rules that offer security and a sense of calm. For example, children take responsibility for spontaneously tidying away toys before getting new ones out, so that no-one trips over them. Older children are taught road safety and stranger danger awareness appropriate to their age and understanding. Praise is used to excellent effect during children's play and as a result, they are confident and develop high levels of self-esteem. The childminder encourages children to share and take turns and consequently, they begin to understand how their behaviour affects others.

The childminder introduces topics on healthy eating and how to maintain a healthy body. She helps children make healthy choices about their food and ensures they take part in daily physical activities to support their development. Children know the occasional treats of chocolate and biscuits are for 'special times only', such as a reward for good behaviour or doing something well.

Children gain an enormous sense of well-being and security because the childminder is extremely sensitive to their individual needs and knows them exceedingly well. The children's interests and needs are at the forefront of the

childminder's planning and children are given opportunities to instigate their own play as well as to take part in adult lead activities. Children enjoy an abundance of activities that help develop their communication and literacy skills. They receive numerous opportunities to recognise and practise letters that are familiar to them, those in their names for example and enjoy copying these in wipe clean educational books. The childminder shares her love of books with the children who snuggle up with her to enjoy a favourite 'A shark in the park' story.

Activities supporting children's early mathematical development include excellent daily opportunities to count and recognise numbers, weighing ingredients when cooking and use of a toy clock to support their understanding of time.

Learning opportunities are also utilised locally with regular visits to farms, local parks and other local amenities. These visits also benefit the children by allowing them to socialise with a variety of different people, which contributes to them learning about others and themselves, thus enhancing their understanding of the wider world and diversity.

The highly effective individualised planning clearly linked to the EYFS, ensures that each child's needs are catered for. For example, babies and younger children are provided with an extensive range of age appropriate toys and resources, whilst toddlers and older children have access to a copious range of materials suitable for their development.

A highly effective observation and assessment system is in operation and identifies children's individual stage of development, including their starting points. This informs future planning and helps to identify the next steps in their development. The childminder works closely with parents who are actively encouraged to become involved in the planning process and are asked to offer suggestions on what their children enjoy and how they believe their own children learn best.

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

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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

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