

Inspection report for early years provision

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Inspection date	10/11/2009
Inspector	Sarah Morfett
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 2009. She lives with her husband and two adult children in the London borough of Merton. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and for five children in the early years age group when working with an assistant. She is currently minding five children part time in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets the unique needs of each child in her care and promotes their welfare and learning successfully. Challenging activities are planned within the Early Years Foundation Stage (EYFS) and give children excellent opportunities to explore and investigate. Exceptional partnerships with parents and other settings the children attend help to ensure that the ongoing learning and development needs of the children are fully met. The childminder evaluates her service objectively, giving top priority to areas for improvement which will develop the outcomes for children; therefore she has an outstanding capacity for maintaining continuous improvement.

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 the use of the outdoor area to enhance children's opportunities for investigations of the natural world.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is well promoted within the childminder's excellent practice. For example, all adults in the home hold clear enhanced disclosure checks and a thorough risk assessment is carried out to ensure children play in safe and secure environment. Children's safety is given high priority when they are out of the home as the childminder ensures she has fully risk assessed each place she takes them to. Her knowledge of the local safeguarding procedures is comprehensive and this is fully communicated to the parents through her safeguarding policy. She strives to update her knowledge and understanding

wherever possible to improve her practice. For example, she attends many relevant training courses with the local authority.

The childminder arranges her home to maximise children's learning potential. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. The home is set out into separate areas. For example, the dining room is the main play area and the living room is a quiet area or space for music and movement sessions. Children can access the outside freely; even in inclement weather they make the most of the outside space. They can easily access toys and activities from the bright and inviting range. Children clearly benefit and thrive as a result of the setting they are in.

The childminder effectively and actively promotes equality and diversity within the setting. All children are well integrated and the childminder ensure that they can access all experiences equally. They learn about their local community and the wider world through outings and activities which are aimed towards their level of understanding. The childminder is positive in promoting diversity and actively challenges any negative comments.

The childminder is very well organised. All required documentation is in place and she has devised an extensive range of policies and procedures which are shared with parents and underpin her outstanding practice. The systems for self-evaluation are exemplary. The childminder uses the Ofsted self-evaluation form to monitor her service. She identifies areas for improvement such as developing the outside area to further enhance children's experiences of the natural world. She ensures the views of parents and children are considered regularly through questionnaires.

The childminder is highly committed to building good positive relationships with parents. Information about the children's well-being and learning is shared daily, both verbally and in writing. She is positive in her approach to working with other agencies involved in the children's care and development. The childminder keeps parents fully informed about their children's progress. This helps to provide all children with consistency of care and learning.

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

Children are well settled and flourish in the childminder's care. They build warm relationships with her, her assistant and the other children. Children engaged in meaningful play with the childminder. For instance they love joining in with singing and action rhymes. They sit on the floor and partner up to play 'Row row the boat' the childminder has made picture cards of their favourite songs so that the children can make the choice about what they sing next. They quickly pick out another favourite and start to sing with enthusiasm. Even the very young children join in showing pleasure by clapping their hands as they sing.

The childminder fosters children's independence very well. She encourages the

older children to take themselves to the toilet and manage their own personal hygiene routines. She reminds them to ask for help if they need it, children acknowledge this support by saying 'I might need help with the water'. Therefore, children seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed.

There is a very well developed and thorough observational assessment system in place. This is clearly linked to the expectations of the early learning goals. Starting points are recorded in consultation with both parents and the children so the childminder has a secure base to move children forward from. Planning is clearly geared towards children's individual needs and interests with a very good balance of adult-led and child-led activities. Children's individual progress is excellent in relation to their capabilities and starting points.

Children feel valued and have a strong sense of belonging in the childminder's care. Examples of their art work are displayed around the room which makes them feel at home and the childminder talks freely about their family with them. They learn about keeping safe because the childminder takes time to explain why certain safety measures are necessary. For example, they fully understand the evacuation procedure saying that they must go to the back gate in the garden in an emergency. They have excellent opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of a healthy lifestyle.

Children work extremely well independently using their own initiative. For example, one child decides to use the creative resources. They say 'I am going to make a jelly fish' and gather together all the things they will need. The child is extremely focused in what they are doing and shows how proud they are with the result. The childminder is equally impressed and praises the child's efforts fully. This makes them feel acknowledged and affirmed. Children play a full and active role in their learning, show great curiosity and the desire to explore, and are inquisitive learners. Even the babies are beginning to develop excellent early skills because they are able to explore their surroundings, showing great interest. All children make exceptional progress and benefit from this outstanding 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

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