

Inspection report for early years provision

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Inspection date	17/12/2009
Inspector	Beverly Hallett
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 1991 and is registered with Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than six children at any one time, of whom no more than three may be in the early years age group. There are currently five children on roll, all of whom attend part time. The childminder lives with her husband and four other adults in a three bedroom house in a residential area of South Norwood.

The whole of the ground floor is used for childminding purposes. There is a fully enclosed rear garden for outside play. The family have a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individuality is recognised by an extremely knowledgeable and experienced childminder who has an excellent knowledge of how to support children's development. Outstandingly effective relationships have been established with parents and the very high levels of information which are exchanged means that children's welfare and learning needs are extremely well met. The childminder demonstrates a high level of commitment to children's safety and children play in a safe and secure environment which still encourages independent learning. The childminder is a highly effective, reflective practitioner and is fully aware of the strengths and weaknesses of her practice. She uses information gathered from all her service users, including the children to support her in evaluation of her provision and has clear and achievable action plans in place to drive improvement in all areas.

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 the floor covering in the kitchen is well maintained to offer a surface which is hygienic and can be effectively cleaned

The effectiveness of leadership and management of the early years provision

The childminder is driving improvement through her ambition to train and to enhance her qualifications further, by ongoing attendance at training courses. She constantly seeks to improve her childcare practice so that children have enjoyable and challenging play and learning experiences. The childminder has a natural affinity with children, anticipating and responding well to their welfare and development needs. The childminder has evaluated her provision extremely well

and has clear priorities and targets for improvements, including the observations in the children's learning journey profiles.

Resources are very effectively arranged and organised, creating enabling environments for children to play and learn. Children are confident and independent learners because they have easy access to low level furniture and a wide range and variety of exciting toys and play materials, strongly supporting their enjoyment and achievement.

Children are kept safe and secure, due to clear and concise risk assessments for both the home and for outings. Clear, accurate records are kept, including attendance register which ensures the safeguarding of children. The childminder has excellent understanding of the procedures to be followed to protect children and knows how to make an appropriate referral if she is worried about a child. The childminder's concise policies and procedures ensure parents are fully informed about all aspects of her provision. This greatly enhances the children's safety, health and welfare.

Communication with parents is excellent. The childminder uses newsletters, notice boards and individual progress files to share information with parents about her practice and how children are progressing. Parents are encouraged to say what their children enjoy and are like at home and to describe what they have done over the weekend, so that the childminder can build on these experiences when planning. The two-way flow engages parents very well, enabling them to make active contributions, promoting the learning and well-being of children in the setting.

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

Children happily explore and experiment, using an excellent range of different materials and resources, in a safe, supportive and caring environment, helping them to confidently practise and acquire skills. Children receive plenty of attention, and the childminder uses sensitive interaction skills, questioning and comments, to extend children's learning without disrupting their thought process or play. For example, as they play in the sand she labels a younger child's actions to support their language for thinking and talking; 'oh you are going to do some more digging in the sand?'.

Written observations in the children's individual files are filled with excellent information on their attainments, interests and learning styles. This information is then used by the childminder to plan individual experiences as well as group activities which meet children's unique learning needs. Children are clearly making excellent progress from their starting points. The childminder has identified her weakness during self evaluation.

Children enjoy an excellent balance of indoor and outdoor activities, with the garden being used every day and are encouraged to eat healthily. Foods are prepared from fresh ingredients and based on healthy eating guidelines. Children

are given choices and parents are provided with an excellent range of information on healthy eating and providing a healthy diet for a wide age range of children to help them continue with the healthy lifestyle at home. Children learn about effective hygiene routines as they wash their hands after playing in the sand and before eating meals. However, the floor covering in the kitchen is in poor condition with cracks and bare patches appearing. As the childminder also has a dog, the cracks in the surface mean that the floor cannot be cleaned effectively and may harbour germs.

Children feel very safe and secure in the care of the childminder, because they are offered warmth and security, along with consistent and familiar routines. Children show they feel safe by confident and independent learning, making choices, helping themselves to toys and readily approaching the childminder if they need help or a cuddle. They very much enjoy sharing stories and cuddles on the sofa with the childminder and through sensitive interaction the childminder ensures that children of all ages and developmental stages are able to join in with and enjoy the story session. The story is all about big and small; above and below and this is an excellent and age appropriate way to introduce young children to reasoning and numeracy as well as instil in them an enjoyment of reading.

Even the very young children show their confidence and competence in using information communication technology as they turn on the lap top and use the software specifically aimed at under fives. They continue to use the lap top without the need for support from an adult, showing the very good understanding of how it works. They dance to the music as it plays and press the buttons as appropriate to move the game on to the next stage. They squeal with delight as the dinosaurs catch and eat the smaller animals, developing an understanding of the natural world.

Steps taken to safeguard children include effective child protection and fire evacuation procedures, strategic use of safety gates and close, supportive supervision, for example, when playing in the garden.

House rules encourage social skills and consideration for others. All children behave very well as they are appropriately stimulated and occupied by the excellent range of activities the childminder has planned. As a reminder, the house rules are put up in pictures for children - we take off our shoes, we play together. As the children have worked with the childminder to create these rules they value them and understand the boundaries in place. Children are developing excellent skills for the future as they enjoy independent learning; choosing from the very wide range of interesting and exciting learning resources available every day.

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	2
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	2
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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