

Inspection report for early years provision

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Inspection date	10/12/2009
Inspector	Catherine Greenwood
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2001. She lives with her children aged 13,11 and six years in Staines, Middlesex, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. She has a pet dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision is good with some outstanding elements. The opportunities for children to learn about features of the local environment are exceptional. The childminder gives top priority to providing children with a homely environment, and is dedicated to meeting their individual needs. She has a thoughtful and confident approach to the service she provides, and is extremely good at reflecting on how the children benefit from her practice and approach. This means the actions she takes are well targeted and bring about sustained improvement to the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide a wider range of opportunities for children to develop their creativity
- ensure observations and assessments relating to all areas of children's learning are shared with other providers delivering the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

Children make outstanding progress in their learning and development and are extremely happy and settled. This is due to the childminders exceptional knowledge of their individual needs and her interaction and communication within their play. The childminder recognises that children's happiness is linked to their enthusiasm to explore their environment and be independent. Children

are fully safeguarded due to the childminders good knowledge of child protection procedures and her ability to identify, record and take action in relation to any potential safety hazards. Recommendations from the last inspection have been met, and the childminder's self-evaluation includes clear aims for improvement, for example, to increase the use of the Early Years Foundation Stage (EYFS) guidance to inform planning.

Children are fully included in all activities because the childminder provides well organised and easily accessible toys that are age appropriate. Song books, puzzles, dressing up clothes and pretend food, provide children with a good range of resources that reflect positive images. The childminder enters into discussions, for example, as children watch 'something special' on the television. Occasional visits from one of the childminder's friend's, who has a child with special needs, help children to learn about differences and the needs of others. The childminder recognises that everyday opportunities provide children with valuable opportunities in this area of learning, particularly with understanding about communication.

Parent feedback forms and compliments cards include very positive comments such as 'my child enjoys a full range of outside activities' and my child is a very happy and feels safe and secure and very loved by the childminder' and 'there is a very high level of communication with myself, and I am kept well informed of any changes'. Good communication with parent's means that children see and learn how positive relationships are formed, and therefore, feel secure. The childminder shares information about children's individual need's with other provider's delivering the EYFS, although this does not include her observations and assessments of all areas of their learning.

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

Children have an excellent range of experiences, for example through weekly visits to various toddler groups, and outings within the local environment. They form excellent friendships with each other, and enjoy working together to create their own games, for example, lining up cars and making pretend traffic jams. Children are very well behaved, and learn to overcome any frustrations they have with sharing play equipment. This is due to the clear boundaries and explanations the childminder sets, and her good communication with parent's. Children are extremely independent within their play, and are very familiar with where the toys are kept. Toddlers openly show their feelings, for example, as they spontaneously blow kisses to the childminder and member's of her family.

Toddler's are beginning to copy the sounds of words through music and singing activities. The childminder consistently picks up on what children attempt to say, and dedicates her time to talking with them. Children who attend after school, frequently enter into conversations with each other, for example, about their birthdays. Children's abilities with letter formation are very well known by the childminder, who helps them to use resources such as 'write and slide' spelling books. Children are now beginning to recognise and copy letters, enjoy naming objects within books, and are keen to tell the childminder about the letters of the

alphabet which they learn about at school.

Children are beginning to understand the concept of shape and size, as with the childminder's support, they attempt to match pieces of puzzles. The childminder turns the pieces around and makes it easier for them to achieve their aims. They sort and count cars and trains, and know how to join things together, for example as they use train tracks. The daily opportunities for children to learn about the features of living things and explore the local environment are outstanding. For example, they are taken for walks along the nearby river to look at boats going in and out of a lock. They often use a bridge crossing a weir, to reach an island where they play hide and seek in the woods, and watch members of the childminder's family fishing on the river. Consequently, children learn about how locks and gates operate, the role of the lock keeper, and the affects of the different water levels. They show interest in looking at boats tied up in a Marina, and feeding the ducks, fish and swans. Children enjoy stroking the childminder's dog, and looking at animals during visits to local farms.

Toddler's develop extremely good hand and eye co-ordination, for example, as they use 'worm and apple' threading games. They develop excellent control of their movements as they use a slide and wheeled toys to steer and manoeuvre during visits to toddler groups. Children who attend after school show excellent self-confidence and balance as they use a trampoline in the childminder's garden, and enjoy playing basketball with member's of her family. An inflatable castle with ropes, footholds, and a slide is used during Summer months, and provides children with plenty of excitement and physical challenge. Occasional outings to the park and soft play facilities during the school holidays, enable children to develop their climbing skills.

Children enter into imaginative play as they use a pretend doctors set and put bandages on their fingers. Toddlers love listening to music and are gradually becoming more confident with taking part in craft activities at toddler groups, such as painting and sticking with glitter. They overcome any reluctance to get messy and now show enthusiasm for repeating activities, for example, as they independently use shapes to stick onto snowmen. Children enjoy mark making, colouring in pre-printed pictures and creating their own designs, for example, as they draw members of their family. However, the range of planned creative activities for children who attend out of school are limited to the holidays. The childminder has an excellent knowledge of children's individual progress, which is enhanced through observations that are recorded in children's assessment records.

Children feel safe and secure, because they have an exceptionally positive relationship with the childminder, who works closely with parents to provide continuity of care. The childminder's extended family form good relationships with the children, and help to provide them with a warm, homely, family orientated environment. Parents provide all meals, which means children have food they enjoy. Children have a good knowledge of their own dietary needs. They are protected from the risk of cross infection, because the childminder is vigilant in ensuring they follow good hygiene practice.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2

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	2
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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