

Inspection report for early years provision

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Inspection date	28/04/2010
Inspector	Lindsay Ann Farenden
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 1997. She lives with her husband and one adult child in Sutton, Surrey. The whole of the ground floor of the home is used for childminding and two bedrooms are used for children's sleep. There is a fully enclosed garden for outside play. The childminder lives in a house where there is access to the toilet on the ground floor.

The childminder is registered to care for six children under eight years, of whom three may be in the early years age group. There are currently four children in the early years age group on roll. The childminder is registered on the following registers the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this childminding setting as they have many stimulating experiences that promote all aspects of their learning and development. The childminder recognises and values the uniqueness of each child providing a fully inclusive service where every child is welcomed, respected and included. Close working relationships with parents and other settings involved with the children ensures their care and learning needs are met very well. Using self-evaluation the childminder is very aware of the strengths and areas for improvement in the provision and constantly strives to enhance the experiences of 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:

- continue to analyse planning to support children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a thorough understanding of her legal duties and responsibilities with regards to child protection issues. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children. Comprehensive risk assessments have been undertaken for inside and outside of the home to reduce any potential hazards and extremely high consideration is given to ensure children are safe at all times. Fire safety equipment is in place and the childminder carries out regular fire drills, so children can be evacuated from the home quickly and safely in the event of an emergency.

Children learn to keep themselves safe as the childminder has discussions with them about how the police and fire officers help people and talk to them as to why they must not accept sweets from strangers.

Children's care is greatly enriched by the childminder's enthusiasm and commitment to her work. She has developed substantial policies, documents and records to support her very good childcare practice. She is meticulous in her record keeping and ensures these are purposeful and effective. The childminder's portfolio is shown to parents giving them a wealth of information about her provision and policies. The childminder has an excellent range of toys and play resources; these are very well organised and displayed, so children can make independent choices of what they want to play with.

The partnership with parents contributes significantly to ensure continuity of care and children's needs are met well. Right from the start, the childminder builds very positive relationships with the parents, encouraging them to share information about their child's care needs, interests and stage of development. Along with her own detailed observations, she uses this information to plan an extensive range of activities, which encourages children to settle quickly and enjoy learning through play. Parents are given excellent feedback about their child's care routines and activities they have done both verbally and through a daily written diary. The childminder keeps parents very well informed about their child's learning and development through detailed progress reports and their individual learning journey files. These include photographs demonstrating children undertaking activities and significant areas of learning. Parents' questionnaires show they think highly of the childminding service.

Children are greatly respected as individuals and the childminder provides a fully inclusive provision for all children. The childminder demonstrated a very positive attitude to caring for children with special educational needs and/or disabilities and would willingly work with other agencies involved with the child to help them reach their full potential. She liaises well with the school to extend children's learning whilst they are in her care.

The childminder has a Level 3 qualification in childcare. Her professional approach to childminding is well demonstrated in her commitment to continually improve her practice through evaluation of her service, updating her documentation and devising systems to improve her observation and assessment records to promote extremely good outcomes for children.

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

Children are cared for in a very warm and caring childminding environment where they feel safe and contented, knowing that their needs will be met. The childminder has developed an excellent knowledge of the Early Years Foundation Stage. She undertakes rigorous observations of children's achievements to provide an extensive range of experiences to promote their learning and development.

The main play area indoors is very inviting and welcoming for children. Educational posters are displayed on the walls at the children's level providing them with stimulating surroundings. They are very relaxed and happy in the home and happily make choices of what they want to play with building on their natural curiosity as learners. Children have great fun mark making with paints, whilst the childminder talks to them about the colours they are using. The childminder helps children to learn to count as they play. For example, as they build a tower with large bricks, she counts with them as they do it. Small muscle skills are developed as they fit puzzle pieces together. Children take a great interest in exploring toys that require them to press and turn buttons to make them work. Lots of happy laughter takes place as children really enjoy reciting songs with the childminder. The childminder spends time talking and reading stories to the children to help them extend their vocabulary. Children express themselves creatively through an extensive range of media, such as painting activities, play dough, using glue to make their own unique pictures, baking cakes, and sand and water play. Regular outings to toddler groups help to develop children's social skills and further support their development as activities encompass the six areas of learning.

Children behave exceptionally well, because they are continually occupied and the childminder gives them her full attention. The childminder explains to children why they need to use different bins for rubbish and recycling, helping them to learn to take care of the environment. Children develop an awareness of fundraising as they make red noses to wear on Red Nose Day. They enjoy planting vegetable seedlings, watching them grow and then eating produce from them. They broaden their knowledge of the wider world as they participate in a wide range of activities that help them learn about their own celebrations and those of others. Children access an excellent range of toys which reflect positive images of all aspects of society which helps children to acknowledge and accept diversity.

Children develop a very good awareness of what constitutes a healthy lifestyle. The childminder explains to them the importance of protecting themselves from germs by washing their hands and by taking care of their teeth by cleaning them after meals. Children enjoy a wide range of opportunities to develop their physical skills, as they play on slides and ride wheeled toys in the garden, and frequently visit parks and soft play centres. Children are cared for and play in a very clean home in which the childminder gives priority to hygiene procedures. Children benefit from a varied range of fruit at snack times and are provided with very nutritious home cooked meals. They freely access drinks which are kept at their level throughout the day. The childminder has a holds a current first aid certificate and well stocked first aid boxes, which ensures that any accidents are dealt with in a prompt manner.

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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