

Inspection report for early years provision

Unique reference number	105772
Inspection date	29/10/2010
Inspector	Arda Halls
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 with the local authority in 1998 and with Ofsted in 2002. She lives with her husband and one child aged 15 years in North Kensington in the Royal Borough of Kensington & Chelsea. The whole of the lower ground floor flat except one bedroom is used for childminding, which is accessible down one flight of stairs. There is a fully enclosed garden for outside play and children are regularly taken to the local parks. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time, and she is currently minding one child under five on a part-time basis.

The childminder walks to local schools to take and collect children. The childminder attends the local drop-in groups and is a member of a local childminder support group. The family have no pets. The childminder occasionally works with an assistant childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are unmistakably happy and well settled in this exceptionally child-centred environment. They are unquestionably safe and are significantly supported by the childminder and her assistant. Children have access to a delightful range of play activities which ensures they make successful progress in all areas of their learning. The childminder has an excellent understanding of the Early Years Foundation Stage and she enthusiastically encourages parents to be actively involved in all aspects of their children's care and learning. Planning for individual children is extremely well organised in their learning profiles, which contributes significantly towards enhancing children's learning and development. Effective policies and procedures underpin the childminder's practice successfully and are always available to parents.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop more objective observations to plan for the next steps for the childrens play, learning and development

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder understands safeguarding children procedures thoroughly, and knows what to do in the event of a concern. A comprehensive policy is available to parents and a successful range of guidance is available for easy reference. Procedures in place ensure that children's welfare is unmistakably a priority. Records of risk assessments are thorough and include specific things with which a child may come into contact. Daily safety checks contribute significantly towards minimising the risk of accidental injury to children.

The childminder is committed to continuous improvement and has effectively met the recommendations noted at the last inspection. The childminder is committed to undertake training to improve her knowledge and understanding of how to best improve outcomes for children. The learning and development needs of children are effectively and successfully promoted.

Equality and diversity is incorporated extensively into all elements of this outstanding practice. The childminder and assistants all speak additional languages and are exceedingly interested in promoting children's individuality. Children are learning to value and embrace diversity from an early age as their needs are consistently addressed. The childminder knows the children well, she knows their backgrounds and understands the strong bond between children and their parents exceedingly. As a result, children's individuality is highly valued and respected and no child or family is discriminated against. The learning environment is rich and exceptionally diverse and available equally to all children.

Self-evaluation is used as an effective tool to enable the childminder to be significantly well-organised and pro-active in improving her service. She evaluates her practice efficiently, which means she recognises and builds systematically on the strengths of the provision, whilst addressing the weaknesses in a precise and purposeful manner. Recent plans for improvements include organising the outdoor space to provide a more versatile area for all weathers.

The childminder unquestionably recognises the value and importance of developing significant partnerships with local schools and agencies. Partnerships with schools helps extensively to promote smooth transitions for children who are starting school.

Partnerships with parents are excellent. Parents write extensive letters and cards of commendation. They praise the childminder for the exceedingly accomplished service she provides. They comment that the childminder is caring and welcoming, and that their children are delighted and confident to be in her care. Parents work actively with the childminder to ensure that clear starting points are systematically in place. This contributes to accurate planning, and ensures that progress records consistently reflect children's excellent achievements.

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

Children's learning is systematically supported through successful interaction with the childminder. She provides a warm and welcoming environment for children, and consistently interacts with children in a positive and stimulating manner. Non-verbal communication with young children is effective and the childminder is fully aware of the messages children try to communicate. For example she knows precisely when they are tired, or when they are excited and want to play a little longer. She knows they cannot wake up and immediately eat lunch. She watches for the indications that children are "ready for the next steps" of the day. This means that children are unmistakably content and able to progress at their own individual pace.

Activities are provided that are purposeful and age-appropriate for children. For example, children are captivated by the construction table of vibrant colours. They are fully confident as they understand, at an early age, how to take the table apart and how to re-assemble it; they know that a variety of building shapes will fit on the table and they concentrate exceedingly well as they create interesting structures with the shapes. The planning for each child is successfully promoted and is based on what interests the children most. Young children enjoy the excitement in learning to walk. The childminder skilfully accompanies them as they wheel around a doll's pushchair. This is of significant interest to the children and the childminder never tires of supporting the children while constantly praising and encouraging them. This contributes to children's overall satisfaction and self-confidence. Children's progress is recorded well and reflects all areas of learning through written assessments of their activities and photographs. However, observations are brief and sometimes not objective. The childminder recognises this, and has plans in place to further her understanding by completing more child-centred observations, to better inform her of the next steps of children's learning. Records of children's activities are accurately linked to the early learning goals, and are used effectively for future planning. As a result, children receive a broad range of experiences, which ensures that there are no gaps in their learning.

Children enjoy story time and demonstrate excellent listening skills. At a young age they turn the books over and over, closely examining the cover and reverting back to the story. They are very inquisitive and their persistence in turning the book round and round is not diminished, because the childminder is highly patient and understanding of their inquisitive nature. Opportunities such as these enhance children's personal, social and emotional skills at the same time as reinforcing their communication, language and literacy.

Physical activity is encouraged enthusiastically through indoor and outdoor play where children can access an extensive variety of equipment including doll's push chairs and wheeled toys. They develop dextrous and manipulative movements substantially, by using a versatile range of toys; for example, when feeding the dolls and manoeuvring them into the pushchairs for a walk around. Children concentrate extensively and study the childminder's face to determine her reaction. They receive constant praise that results in children smiling widely and squeezing

their hands in excitement. Children undoubtedly are learning and developing successful skills for the future; for example, as they learn about caring for others, they attempt to dress and undress themselves, and they strive confidently to help put things away in the nappy changing routine.

Children actively learn about safety issues as they play. They practise the emergency evacuation procedure from a variety of starting points. The childminder is thoughtful and inventive as she reinforces this practice by presenting children with certificates of achievement. The high quality adult interaction and exemplary organisation of routines help young children to gain an exceptionally strong sense of security.

Children's good health is significantly well promoted. They enjoy fresh air and exercise on a daily basis. This is successfully balanced with more relaxing activities such as reading and playing with puzzles. Children enjoy healthy foods from home and are actively encouraged to feed themselves with a little help from the childminder. They have constant access to drinking water, which helps prevent children becoming dehydrated. They have systematic procedures for reducing the risk of cross infection. For example, hand wash procedures are well promoted and children always have their own towels for drying. Children with infectious conditions are required to remain at home, which also contributes to limiting the spread of infection diseases.

Children are engaged in meaningful activities at all times. This encourages positive behaviour. The childminder and assistant act as excellent role models, who encourage children's good behaviour and offer them plenty of praise and encouragement. They help children to learn right from wrong, and children respond respectfully. The strategies in place for behaviour management promote children's self-esteem effectively.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----