

## Inspection report for early years provision

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<b>Unique reference number</b>	EY342466
<b>Inspection date</b>	19/01/2011
<b>Inspector</b>	Gillian Cubitt

<b>Type of setting</b>	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 registered in November 2006. She lives with her partner and two children one of pre-school age and one school age. They live in a maisonette situated in a residential area of Coulsdon, Surrey. The childminder's home is within easy access of local amenities, parks and schools. Children have their own play room and access to an enclosed garden.

The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of four children at any one time. Currently there are two children on roll in the Early Years age range.

The childminder takes children to local childcare facilities and she takes and collects children from nearby schools.

The childminder has relevant childcare qualifications and she is a member of the Croydon Childminding network. The family has a pet dog.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children have a thoroughly enjoyable time at the childminder's home where their welfare and ability to learn are paramount. The strong partnership with parents, particularly verbal, ensures children's needs are very well met. There are excellent partnerships with others who work with the children. The childminder has an excellent ability to understand children's needs and meet them extremely well, overall. Her passion for self-improvement enables her to continually move forward with the demands of her role. As a result, children receive excellent all round support which is mostly inclusive and stimulating, helping them to make the most of their potential.

## **What steps need to be taken to improve provision further?**

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

- enhancing children's learning about diversity by widening the range of activities that link into children's individual cultural backgrounds.

## **The effectiveness of leadership and management of the early years provision**

The childminder's first class comprehension of the procedures to safeguard children means that children in her care are very safe. All adults in her household are cleared through the vetting process and the childminder knows exactly when and how to inform the correct services if she has any concerns about children. The thorough procedures to oversee the areas where children play, both inside and outside the home, reinforce children's well-being in a continuously monitored, risk-assessed environment. The childminder carefully considers the individual risks to each child; for example, she carefully inducts them into safe handling when a new dog is introduced to the home. All children have certificates to show they understand and know how to handle dogs safely. Furthermore, children participate in activities and programmes that inform them of 'stranger danger' when on outings which significantly contributes to children's awareness of keeping themselves safe.

The childminder's organisation is excellent. Her system for recording information is clear as are her policies and procedures, which are individual and reflect her practice. The childminder's home is extremely well designed to provide children with plenty of space yet retains a personal, homely and inclusive feel; for example, photographs of children in books and children's work are displayed. Children's routines flow naturally throughout the day because the childminder manages her time very well. She ensures the children have exceptionally high quality play experiences with opportunities to rest when they feel the need. The childminder's constant appraisal of her setting means that serious consideration is given to improvements, such as her planning and developing of the playroom space so that children have a constant variety of resources. She also reflects on the messages children receive about diversity and promotes these well through her diverse resources, posters and activities. She also makes excellent use of local facilities such as libraries and children's centres to support children's interests and this contributes to her weekly planning. The childminder's strong drive for continuous improvement is on-going. She has completed a recognised qualification in childcare and actively seeks further training to support her knowledge further. She is planning to extend her home environment to provide children with more indoor play space, so showing a clear vision for the future of her provision.

There is an extremely strong relationship between parents and the childminder, with a continuous verbal two-way flow of useful information. Parents have access to all policies and documents relating to the requirements to support children's welfare. The childminder supports children and parents by learning words in their own home language. However, there are few activities that link to children's cultural backgrounds. Parents are warmly invited to view and discuss their children's progress. There are excellent records on observations and assessments of their children. These are clear and easy to read which help parents see the ongoing picture of children's development. The childminder believes in taking the parents' lead in what works best for their child. She develops excellent partnerships with others such as the local preschool and primary school where

children attend.

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

Children have an eager, positive attitude to learning which is fostered by an inspired childminder who is passionate about the provision of her care for children. This results in children being active learners who demonstrate the desire to build on their skills and knowledge, consequently moving forward to tackle more complex activities. To assist them, the childminder has thoroughly implemented all aspects of the Early Years Foundation Stage including strong systems of observations and assessments to inform her planning for individual children's next steps. This ensures that children achieve as much as they can in relation to their starting points and capabilities.

Exciting and stimulating activities totally engage children in a high quality learning environment where they receive individual, caring support. Children settle quickly because they play in an environment that is carefully designed for their needs. As a result children respond well to the childminder, actively engaging in play and behaving well. The dedicated play room and outside garden provide plenty of space for movement. Children investigate an abundance of high quality toys, all within their reach. Many toys are positioned on low shelves to encourage children to make choices and develop their independence. Children's early communication skills are continuously encouraged through constant interaction with the childminder and other children present. Toddlers' emerging communication sounds are instantly understood by the childminder who responds appropriately with encouragement, promoting children's self esteem and enthusiasm to do more. Children's social skills are very well extended because the childminder ensures they enjoy community facilities, such as local childcare centres where a host of activities are available together with opportunities to mix with their wider peer group. Children begin to learn that print has meaning because the childminder has an excellent range of appropriate books which she uses to encourage children's communication. Children enjoy their special book 'Clap your Hands' where they join in with the song with 'teddy'. Children are surrounded with a wealth of posters and pictures to stimulate their senses as they look around. Toddlers enjoy cuddling soft toys and exploring interactive sounds from music boxes which help them feel secure and heighten their early awareness of technology. Other toys such as puzzles, blocks and books also promote children's early problem solving skills.

Garden play is an extended part of children's play experience where they are able to challenge their physical skills with outside play equipment such as slides and small mobiles. Children also enjoy feeling the fallen leaves, planting seeds and plants in the warmer months and watching birds feed. Children's understanding of the natural world is also extended in nature walks and picnics to the Happy Valley fields nearby. Children's creativity is encouraged through a range of activities. They benefit from organised visits to theatres and they further explore their understanding through high quality role play resources together with percussion instruments to create rhythm and sound.

Children's well-being and health is constantly promoted. Older children have posters to remind them of personal hygiene and all children have their named towels and flannels to minimise cross infection. The childminder maintains her home to high standards where children's safety is paramount. Children learn the importance of safety when on outings because they wear fluorescent tabards and the childminder has excellent systems for risk assessing. She has an excellent system for ensuring children's details are secure yet easily accessible to her in the event of an emergency.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met