

Inspection report for early years provision

Unique reference number	EY346482
Inspection date	07/03/2011
Inspector	Gillian Cubitt
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 2011

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 registered in 2007. He lives with his wife and two children, one of school age and one pre-school child. They live in a house in Beckenham, in the London borough of Bromley. The home is close to local schools and shopping centres. There are public transport links and parking is available outside. The whole ground floor of the childminder's house is used for childminding and first floor for sleeping. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. He is registered to care for a maximum of five children at any one time and is currently minding one child in the Early Years Register.

The childminder has relevant childcare qualifications and he participates in writing reviews on toys for a childcare magazine. The childminder collects children from local schools. He also attends childcare centres and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have a wonderful time with the childminder where their welfare and ability to learn are paramount. Children's progress is excellent because the childminder recognises their uniqueness. This is underpinned a close partnership with parents and awareness of others who contribute to children's overall welfare. The childminder has a passion for self-improvement which enables him to constantly evaluate his practice and keep pace with the demands of his role. As a result, children receive outstanding all round support which is inclusive and stimulating, enabling 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:

- obtain from parents their evaluation of what children do at home to include in the planning of children's learning programme.

The effectiveness of leadership and management of the early years provision

The childminder's thorough comprehension of the procedures to safeguard children means that children in his care are very safe. All adults in the household are cleared through the vetting process and the childminder knows exactly when and

how to inform the correct services if he has any concerns about children. Furthermore, the childminder is proactive in acquiring up-to-date knowledge through seeking training, participating in online courses as well as applying for places on local authority sessions. The comprehensive 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, such as when it is appropriate to use safety gates, according to the activity, age, ability and understanding of the children attending.

The childminder's organisation is exceptional. His system for recording information is clear as are the policies and procedures, which are individual and reflect practice. The childminder's home is thoughtfully designed to provide children with plenty of space yet retains a homely, inclusive feel; for example, children have their own playroom where they access toys and resources appropriate to their ages and picture displays link to children's interests and cultures. Children's routines flow naturally throughout the day because the childminder manages his time very well to ensure the children have exceptionally high quality play experiences and opportunities to rest when they feel the need. The childminder's constant appraisal of the setting means that serious consideration is given to improvements such as his desire to expand his knowledge through ongoing training and sharing his ideas in supporting other childminders. He also fully reflects on the messages children receive about diversity and promotes this well through posters, books and many resources. He continuously seeks out the best ways to embrace differences in others to widen children's horizons and understanding. To help to meet these needs, the childminder makes the best use of local facilities such as libraries, children's centres as well as woodland and parks. The childminder's strong drive for continuous improvement is constant making his overall practice exceptional.

There is a particularly good trusting relationship between parents and the childminder, with a friendly verbal two-way flow of information. Parents have access to all the policies and documents relating to the requirements to support children's welfare. Furthermore, they are warmly invited to view and discuss the ongoing excellent records on observations and assessments of their children. The childminder believes in taking the parents' lead in what works best for their child. Although this is working well through verbal communication, parents have not been invited to make notes on what children do at home for inclusion with the children's learning and development programme. The childminder is also fully aware of developing close partnerships with other professionals if appropriate. He makes best use of the services of local children's centres and links in with teachers of the local schools 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 provides an exceptional range of activities. As a result,

children become active learners who are enthusiastic to build on their skills and knowledge, moving them forward to tackle more complex activities as they progress. To assist them, the childminder has thoroughly implemented all aspects of the Early Years Foundation Stage including exceptionally robust systems of observations and assessments to inform 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 meaningful activities totally engage children in a high quality learning environment where they receive individual, caring support. Children make considerable progress because they play in an environment that is carefully designed for their needs. The well-planned play room provides plenty of space for movement, enabling children to investigate an abundance of beautifully maintained toys, all within their reach. Children delight in building a wooden car track and extending it as their ability grows; they begin to recognise colours and enjoy the early stages of understanding counting. Young children's early communication skills are continuously encouraged through constant interaction with the childminder and older children. Children who speak another language are fully included with the use of key words and posters that reflect their culture. Children are fascinated by books and story times are special which encourages children to pick up books and look at them on their own. Children's social skills are also very well extended because the childminder ensures they enjoy the facilities that the community offers, such as children's centres, where a host of activities are available together with opportunities to mix with their wider peer group. Children are surrounded with a wealth of posters and pictures to stimulate their senses as they look around. The childminder makes themes of children's interest such as The Hungry Caterpillar where children learn the process of change in insects by helping to make posters to decorate the wall. Other themes such as transport helps children identify shapes of vehicles and other machinery, recognising different sizes, colours and numbers.

Garden play is an extended part of children's learning where children grow tomatoes and other vegetables. Children's gross physical skills are challenged while visiting play centres where they climb apparatus appropriate to their age and climbing ability. Children's creativity is explored through music and movement as well as opportunities to engage in role play, painting and chalking on the ground in the garden.

Children's sense of right and wrong is reinforced by the warm, responsive attitude of the childminder. Children learn to understand to respect others and look after toys. They are confident and self-assured to ask questions and the childminder reinforces achievement with appropriate praise. Children's health and welfare are very effectively promoted because the childminder is an excellent role model and ensures children learn good, lasting hygiene habits through daily routines. Children enjoy tasty, homemade, nourishing meals which are carefully prepared by the childminder, whose passion for good nutrition is evident. All children are included in cooking sessions to extend their understanding of different flavours in food and nutrition. Children's early awareness of safety is promoted in many ways. They take part in monthly evacuation routines which imbeds their understanding of the hazards of fire. They listen to the childminder about safety precautions when

outside the home. The strong bond between the childminder and children fully enhances their feelings of safety and sense of belonging within the setting.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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
--	-----