

Inspection report for early years provision

Unique reference number	EY249095
Inspection date	10/03/2011
Inspector	Amanda Allen

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 was registered in 2003. She lives with her husband and their children aged 13 and 10 years in Upminster in the London borough of Havering, close to shops, parks, schools and public transport links. The childminder lives in a four bedroom house which is easily accessible. The whole of the childminder's home is used for childminding and there is a fully enclosed garden available for outside play.

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 an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has excellent knowledge of each child's individual needs and this ensures that all aspects of the children's welfare and learning are well promoted. The children are extremely safe and secure at all times in the care of the childminder and they enjoy learning about their local area and the world around them. Inclusive practice is paramount to the childminder and she responds flexibly to the needs of each child and their family. Children are making excellent progress, given their age, ability and their starting points. Regular evaluation with the parents, alongside the childminder, ensures that any priorities for future development are identified and acted upon, which results in a service that is responsive to the needs of the parents. The childminder uses self-evaluation to great effect to reflect on her practice and is committed to the ongoing improvement of the setting.

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 reflect on current practice to maintain continuous capacity to improve.

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount to the childminder. Comprehensive policies and procedures are in place to protect the children from harm and neglect. The childminder has thorough knowledge and understanding of child protection issues and the steps to follow against an allegation of abuse made towards the childminder and her family. Full robust risk assessments are carried out on the home and for all trips. The childminder is fully aware of her responsibilities in ensuring the children are kept safe during an emergency. The childminder holds a current first aid certificate. This means that she can give appropriate treatment if there is an accident to a child in her care. All accidents are recorded and signed by parents on collection. Well thought out emergency evacuation procedures are in place which keep the children safe in an emergency and are carried out on a regular basis. A comprehensive fire evacuation plan is in place for all areas of the home. All adults in the home have completed Criminal Record Bureau checks. The childminder ensures children are protected from all adults who enter the premises and that they are not left alone with them. The childminder promotes an inclusive environment in which all children feel valued and included.

The childminder has an exceptional knowledge and understanding of how to meet children's special educational needs. There is a wide range of attractive resources accessible to all children, including a significant range which reflects diversity. The childminder is fully aware of the importance of teaching the children about different festivals and celebrations from around the world. She tailors the activities to the age of the children that are participating in them; this ensures they are able to learn from the activities. Children enjoy the freedom to choose from accessible toys and games and are well supported by the childminder as she joins in their play. They keep busy and happy, benefiting from the high quality interaction of the childminder encouraging an interest in different activities, such as using stickers to recognise different parts of the body and create their own paper people.

The childminder is driven to improve all areas of her practice through regular training and through consultation with the parents. The childminder has attended numerous courses to up date her knowledge and understanding of childcare practice. The childminder consults with the parents via daily feedback to ensure they are happy with the service she provides and to find out if they would like anything changed. A daily contact book is in place which she uses to ensure parents receive a fully comprehensive report of their child's daily activities. Partnerships with both parents and other settings are extremely strong and a key strength of the provision. Families are included in meaningful ways to ensure excellent support for children's needs, particularly around SEN, culture and language.

The childminder also carries out ongoing assessments on her practice each time a child starts in her care and again as the child gets older and has changing needs. This ensures that she is able to continually adapt her practice to meet the ongoing needs of the children that are attending. This contributes greatly to their care. Through self-evaluation the childminder is continually reflecting on her practice

and looking at ways to improve the service she provides. She uses action plans to continually prioritise areas for improvement and is constantly looking at ways to develop current systems she has in place. The childminder recently attended a refresher course for child protection and a behaviour management course. She has therefore been looking at ways to incorporate ideas from this information into her daily practice. She encourages parents to share their views and make suggestions for improvements to her service.

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

The childminder has a very calming nature about her which results in well behaved children who respond well to praise. The childminder ensures she is consistent in her approach to behaviour management and adapts it to the age and understanding of the children involved. Children are able to feel safe and very secure due to the vigilance of the childminder and her warm and nurturing nature. Children receive lots of cuddles and reassurance if and when they require it. This builds the children's self-esteem and their confidence. She plans her time well and has weekly plans in place which are fed by the interests of the children. This keeps the planning flexible, fun and enjoyable for all the children.

Children are well supported in the acquisition of useful skills in literacy and numeracy which help them develop a range of excellent skills for the future. For example, they talk about pictures in books, learn to recognise letters, shapes and colours, and use numbers in different situations. The childminder plans extremely effectively for each child's individual needs. Children have clear and defined starting points, which the childminder works with the parents to obtain, and are making excellent progress from these. Observations are detailed and have the next steps clearly outlined for the childminder to successfully progress the children further with their development. The childminder uses a broad spectrum of evidence to assess the progress the children are making, for example, she uses written observations, photographic evidence as well as the children's art work. These assessments are linked to the six areas of learning, consequently, the childminder is able to see what areas she needs to work on with the children. All activities that the children participate in are tailored for their specific age range and their abilities. As a result, children are making excellent progress in all areas of learning.

During activities the childminder supports the children exceptionally well. She is very aware of children's likes and dislikes and ensures that children are kept stimulated and interested in the things around them every day. As a result the children are very keen to take part in the activities, such as singing songs, playing musical instruments, puzzles, kitchen and role play and arts and crafts. They particularly enjoy listening to stories and in particular 'Maisy Mouse goes to the hospital' and 'Maisy Mouse goes to the library'. The childminder has a thorough understanding of how children learn and how to extend their play. She listens and always appears interested in each child, introducing new ideas and skills so that children make very good progress. Children's language and communication skills

are extremely well developed. The childminder encourages children to talk about what they are doing and introduce new vocabulary. For example, whilst making vegetable soup together, she talks about how they can 'chop' the vegetables or 'cut and peel' them and place them in the saucepan. Children then repeat the words in conversation with each other. For example, a child tells the childminder she is chopping the potato and then places it the pan and the childminder says 'well done'. In this way children learn rapidly, whilst they play. Children enjoy purposeful and exciting outings within the time they spend in the childminder's care such as, to the local library, play centres, shops and parks. The children thoroughly enjoyed showing the unknown inspector photos of their recent trip to the fish spa and local soft play centre. The children learn about road safety through projects and daily discussion such as the safest places to cross the road. Children have daily access to physical activities, through meaningful games, where the children learn about turn taking and working together, such as musical action games, as well as the more physical activities such as ride on toys in the garden. All activities are linked to what the children are learning about.

Children are thoroughly protected from cross contamination and infection through extremely effective procedures in place. Children are taught about the importance of personal hygiene throughout their day at the childminder's. She also ensures the children have their hands washed before and after they eat, after using the bathroom and when coming in from playing in the garden. All children have extremely healthy and nutritious meals and snacks. The childminder works with the parents to ensure the meals meet the children's dietary requirements. Fresh drinking water is available at all times and children have their own individual cups and beakers.

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