

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Maria Conroy
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 1995. She lives with her husband and two adult children aged 16 and 18 years in Kensal Rise in the London borough of Brent. The whole of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. Both her husband and her daughter are registered assistants. The childminder is currently minding a total of 6 children in the early years on a part time basis. The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

The childminder attends the local parent and toddler group and is a member of the Children Come First Network. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the setting is highly effective. Exceptional partnerships between providers, parents and other professionals ensure individual children's individual needs are met and their protection assured. The capacity for sustained improvement is outstanding as the childminder continually assesses her practices in all areas and strives for further improvement by attending ongoing training and furthering her professional development.

What steps need to be taken to improve provision further?

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

- enhance the opportunities provided for children to use a range of information communication technology

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are implemented consistently and robustly to ensure that children are protected and safeguarded at all times. For example childminding assistants have received training in both safeguarding and first aid as a minimum. Robust recruitment procedures are in place ensuring that those working with children are suitable to do so. Robust risk assessments are undertaken covering everything a child may come into contact with, including the family pets. In addition weekly checks are undertaken to ensure that fire detection

equipment, such as carbon monoxide detectors are in good working order.

The childminder has undertaken the process of self-evaluation, which enables her to consistently question how she implements the Early Year's Foundation Stage and welfare requirements. Parent's views are sought, for example following their induction they completed a questionnaire to ensure they have received all the relevant information.

Effective monitoring systems include, being part of the Children Come First Quality Assurance Network, which involves regular visits by the network co-ordinator. The childminder consistently updates her professionalism by attending training courses, for example being part of the 'every child a talker' programme. The childminder is ambitious and eager to improve her professional development, gaining further skills to make improvements to the service she provides. She is currently undertaking an Early Years Degree and uses the knowledge she gains to reflect and review her practices.

The childminder is dedicated to the children and works with them to organise the learning environment. At the beginning of the week, they talk about where the resources will go and they are arranged effectively to enable all children to self select the toys they wish to play with. Every opportunity throughout the daily routine consistently provides learning opportunities; for example children count the pieces of train track as they put them away. They are asked open ended questions while they read stories such as 'what is she doing in the kitchen'? and the childminder builds on individual needs and home circumstances when providing activities, such as preparing for the birth of the baby. There is a wide range of good quality resources used to support children's learning within the home and through local outings. Although, there is a selection of resources to encourage children to learning about information technology, this is an area the childminder has identified for further development.

The childminder is proactive in offering an inclusive environment; where all children and their families are made feel welcome. For example, the children are learning 'makaton' to enable them to communicate with each other and enhance children's language development within the setting. Very young children are confident in using the signs as they sing songs and include them in their conversations. The childminder discusses children's individual needs with the parent and incorporates those in the daily routine and the activities she provides.

The childminder is highly committed to working in partnership with parents; they take an active role in their child's learning. For example the childminder sends home children's portfolios sharing the observations, which are supported by photographic evidence. Once a term the childminder provides a summary of the children's development enabling parents to have a clear picture of where their child is at developmentally. The childminder provides an excellent home link in the form of 'Barney Bear' who goes home with each of the children on a rota basis, a record book is kept documenting the wonderful time he has taking part in their home life, which is supported by photos the children enjoy looking at. The information gained is valuable and enables the childminder to build on children's interests and experiences. The childminder keeps parents informed by various means including a

monthly newsletter with a four week menu enabling them to be updated about new children starting any exciting events and future development within the service provided.

The childminder is proactive in working in partnership with other professionals involved with the children, which successfully promotes their learning, development and welfare.

The childminder has strong links with the local children's centre where she sits on the governing body and works closely with the early year's advisory teacher.

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

The childminder has a thorough knowledge and understanding of the Early Years Foundation Stage curriculum and as a result it is embedded in everything she does. She effectively observes the children and is highly skilled in planning for their next stage of development by providing a rich and varied range of activities that are tailored made for each individual child, linking to their interests. The childminder actively engages with children and supports them in their play to provide a stimulating learning environment.

Children take part in an exciting range of activities; they visit the children's centre and re-enact the story 'going on a bear hunt' story, where they have the opportunities to explore different textures with their feet, such as squelching through paint. Their communication skills are enhanced and promoted as they have fun joining in with action rhymes such as 'sleeping bunnies' and use Makaton signs as they sing 'old MacDonald had a farm'. Children are determined as they look for letters of the alphabet to complete their puzzles, enabling them to recognise and link letters in their name and those for familiar items.

Children explore music and talk about the different sounds the instruments make; they have fun making loud and quieter sounds and proudly sing in front of their friends their favourite song 'mamma mia'. Very young children have the opportunities to explore different textures through the use of 'heuristic play' in the form of a treasure basket, they enjoy lying down kicking the hanging toys of the baby gym and take part in story time with older children as they explore their own book.

Very young babies are given lots of cuddles, eye contact is actively maintained and the positive facial expressions given by the childminder, result in them communicating with a smile. The high quality adult interaction helps very young children to gain an exceptionally strong sense of security, which enables them to explore their surroundings with confidence. Children are learning to keep themselves safe, through the well planned safeguarding programme, which the childminder has developed with the parents. They promote one area of safety per month, for example safety awareness around dogs and safety while out in the car. This is enhanced through the use of materials such as story books for example 'Danger Dan', which children thoroughly enjoy. Children use their knowledge of safety

issues which is reflected in their play for example a child pretending to cook sausages tells another the pan is 'hot, hot, hot'.

Children's understanding of a healthy lifestyle is successfully promoted; they understand the importance of following good personal hygiene routines and are gaining independence skills by taking themselves to the toilet. Their understanding of a healthy diet is promoted by the range of fresh fruit snacks available and the balanced menus provided throughout the week. They count the pieces of fruit they have on the plate and when they find the seeds in the apple, relate their experiences of growing things in the garden. Children engage in a wide range of physical activities, for example they climb the slide, use the swing and see-saw and walk to local outings.

All children show an extremely strong sense of security and belonging within the setting. They are made feel valued and part of the setting through the high quality interaction provided by the childminder. Children are extremely very well behaved and they have good manners, for example using excuse me, when they wish to speak if someone else is talking. The childminder actively encourages children to take care of the toys and treat them with respect; children take pride in tidying up and are supported in doing so by the clearly labelled storage units. Children have many opportunities to take part in group activities both in the home and during local outings; they enjoy regular trips to the children's centre where they meet with other children of a similar age. Children are learning about their own cultures and that of others through the wide range of activities provided. For example, children make pancakes for Shrove Tuesday, crackers for Christmas.

The childminder is an excellent role model for the children with her positive approach to learning new skills and her continued interest in gaining further knowledge to improve the service she offers to children and their parents. The childminder effectively promotes the skills children require to be successful, because of her transparent understanding of how children's positive learning experiences impacts on their future development and their long term attitude to learning.

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

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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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