

Inspection report for early years provision

Unique reference number	504217
Inspection date	25/03/2011
Inspector	Amanda Allen

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 1999. She lives with her husband and two children aged 12 and 14 in Hornchurch in the London Borough of Havering, close to shops, parks, schools and public transport links. The childminder lives in a three-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 family have pet gerbils and fish.

The childminder is registered to care for a maximum of six 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.

Children are very happy, settled and thriving, because the childminder has created a safe and secure environment, where children are valued and supported to make the most of their abilities. The wonderfully resourced and stimulating environment is highly effective in promoting outcomes for children as they become confident learners. The childminder is dedicated, skilled and works highly effectively with every child, to challenge and extend their learning so that all make excellent progress in relation to their starting points. She has an ethos of examining her practice and the environment to create, and revise ideas and suggestions from parents, although children are not fully involved in the process. The very well-developed systems for monitoring and evaluating all aspects of her provision ensure that she continues to develop and improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- involving children in the self-evaluation process

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well. Effective, comprehensive and well-written safeguarding policies and procedures are in place to ensure children are protected. For example, clear and robust procedures are in place for the arrival and departure of all children, and the childminder has a clear knowledge of her roles and responsibilities in reporting safeguarding concerns and how to protect children from harm and neglect. She has a 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. In-depth risk assessments are carried out to ensure the childminder's home and the surrounding environment are extremely safe for the children. The childminder is fully aware of her responsibilities in ensuring the children are kept safe during an emergency. She 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, comprehensive emergency evacuation procedures keep the children safe in an emergency and are carried out on a regular basis. All smoke alarms are tested on a regular basis and the childminder uses these to alert children when a fire drill is taking place. 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 that reflect diversity. The childminder is fully aware of the importance of helping children to understand about different festivals and celebrations from around the world. She tailors the activities to the age of the children participating in them, which ensures they are able to learn. Children enjoy the freedom to choose from accessible toys and games and are well supported by the childminder, who joins in their play. They keep busy and happy, benefiting from high quality interaction with the childminder during activities such as matching fruits and vegetables in a bingo game and scooping porridge oats in the garden. The childminder drives improvement in all areas of her practice through regular training and through consultation with the parents. She has attended numerous courses to keep up to date with legislation and current childcare practice. She consults the parents via daily feedback to ensure they are happy with the service she provides to find out if they would like anything changed, and a daily contact book is used to ensure parents receive a fully comprehensive report of their child's daily activities. Partnerships with parents and other settings children attend are a key strength of the provision. Families are included in meaningful ways to ensure excellent support for children's individual needs.

Through self-evaluation, the childminder is continually reflecting on her practice and looking at ways to improve the service she provides. She takes on board ideas and suggestions made by parents, although children's ideas in the self-evaluation process are still in their infancy. The childminder has completed many short courses and achieved a level 3 qualification in children's care learning and

development. The childminder has also achieved her Quality First quality assurance accreditation and, most recently, the local authority Quality Kitemark status. The childminder believes it is extremely important to maintain her continual professional development and is constantly looking at ways to incorporate her knowledge into her daily practice. She encourages parents and children 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 calm style, which results in well-behaved children who respond well to praise. She ensures that her approach to behaviour management is consistent 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 care. Children receive lots of cuddles and reassurance as and when they require them. This builds their self-esteem and confidence. Children share and take turns exceptionally well and the childminder is constantly praising them, for example while taking turns with the digital camera. She plans her time well and has weekly comprehensive plans in place which show what activities the children are taking part in. These are mostly fed by the interest of the children and link to their next steps for development. This keeps the provision flexible, fun and enjoyable for all the children.

Children are well supported in their 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 simple words, shapes and colours, and use numbers in different situations. The childminder plans extremely effectively for each child's individual needs. Children make excellent progress from their starting points, which the childminder works with the parents to identify. Observations are detailed and clearly outline children's next steps. The childminder uses a broad spectrum of evidence to assess the progress the children are making; for example, she uses written observations and photographic evidence as well as the children's own creative pieces of work. These assessments are linked to the six areas of learning and therefore the childminder is able to see what areas she needs to work on and develop further. 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.

The childminder has some fabulous resources to reflect diversity, which she uses to help children learn to value diversity in others and grow up making a positive contribution to society. Children are encouraged to understand and develop positive relationships with people who are different from themselves. They learn respect for diversity, fairness and tolerance. The childminder is vigilant to ensure that every child is included and not disadvantaged as there are effective systems to promote equality of opportunity and anti-discriminatory practice. Children learn about different cultures and enjoy celebrating different festivals, dressing up, trying selection of foods and reading a variety of books from around the world. 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. Children make choices from the wide range of resources

which are provided at their level. They confidently request specific resources that they wish to play with, especially when in the garden. As a result, they are very keen to take part in the activities, such as listening to stories, singing songs and playing musical instruments, puzzles, matching games, kitchen and role play and arts and crafts. The children thoroughly enjoy telling visitors to the setting about their beans and how they were growing. The childminder is very aware of children's likes and dislikes and ensures that children are kept stimulated and interested in the things around them. Children enjoy purposeful and exciting outings, such as to the local library, children's centre and parks. The children learn about road safety through projects and daily discussions, such as about the safest places to cross the road.

Children have daily access to physical activities, through meaningful games. Children learn about turn taking and working together during card games, as well as through physical activities such as ride-on toys in the garden. The childminder is very skilled in her questioning techniques so that she consistently challenges the children's thinking and allows them to express their own ideas and thoughts. This extends their learning and encourages their problem solving skills. For example, they discuss what they are eating, healthy food and where food comes from. As a result, children have an excellent understanding of healthy eating. Contamination and infection are minimised because extremely effective procedures are in place. Children are taught about the importance of personal hygiene. They have access to liquid soap and individual paper towels. All children have extremely healthy and nutritious meals and snacks. The childminder works very closely with the parents to ensure the meals meet the children's dietary requirements. The children have a choice of fruit and help the childminder prepare snacks. Fresh drinking water, juice or milk is available throughout the day.

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

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