

Inspection report for early years provision

Unique reference number	EY415931
Inspection date	05/04/2011
Inspector	Denys Rasmussen

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 has been registered since 2010 and works with another registered childminder. The childminders also work with an assistant. The childminder's home is situated in Croydon, Surrey. There are nearby schools and parks. There are no parking restrictions outside the childminder's home. The childminder is registered to care for a maximum of six children, three of whom may be in the early years age range. When working with her co-childminder she may increase the total number of children to eight overall, five of whom may be in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has registration for overnight care for one child. The childminder has eight children on roll, all of whom are in the early years age range. Children have the use of three rooms downstairs and a fully enclosed garden. The conservatory is a dedicated playroom. Children have their own coats area and child sized downstairs toilet. The childminder is a qualified practitioner of over twenty years. She has a Foundation Degree in Early Years Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's health, safety and well-being are significantly enhanced by the childminder's robust and consistent implementation of policies and procedures which reflect her excellent practice. Highly effective partnerships between providers, parents and other agencies ensure children's individual needs are met well and their protection assured. Children are eager to attend and make significant gains in their learning because of the rich, varied and imaginative experiences offered to them and the childminder's exemplary organisation. The childminder's considerable knowledge, enthusiasm, rigorous self-evaluation and her commitment to attend on-going training will help her to maintain her current exceptionally high standards.

What steps need to be taken to improve provision further?

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

- displaying lists of words from different home languages, and invite parents and other adults to contribute.

The effectiveness of leadership and management of the early years provision

The childminder's comprehensive and rigorous risk assessment process, along with her policies and procedures, fully reflect her excellent practice which promotes children's health and safety. Safeguarding children is given high priority and the childminder is clear about the procedures to follow if she were to become concerned about a child's welfare because of her considerable experience and relevant training. Children flourish in the setting and their care is significantly enhanced by exceptional organisation and record keeping which means the childminder has detailed information to protect the children's health and safety. The childminder has high expectations and a strong commitment to continual improvement. She has completed a development plan which has identified improvements she plans to make. She is now a member of the National Childminding Association Network which allows her to offer places funded by the government.

The childminder is proactive in providing an inclusive environment and meets children's individual needs exceedingly well. Parents appreciate having a male assistant in a nurturing role which has a positive impact on their children's view of men in society. The childminder provides a diverse range of good quality resources and activities that challenge stereotypical roles and reflect positive images that challenge children's thinking and help them to embrace differences. She uses basic sign language which helps support children with English as a second language and introduces all the children to different forms of communication. Although the childminder learns significant words in a child's home language she does not as yet display them. The childminder encourages the children to play outdoors by having a free flow system recognising that some children learn more readily when engaged in play outdoors.

Trusting and productive relationships have been fostered with the parents and other settings. Parents are extremely happy and comment that their children are thriving and have a lot of fun with the childminder. They report that the childminder provides exemplary childcare in a child centred environment that has enabled their children to develop confidence and self esteem through receiving praise and encouragement. Parents' appreciate the daily record book that keeps them informed about their child's day and the weekly planner that helps them to share and reinforce their child's learning. They comment that the childminder is professional and welcoming and has provided invaluable support in discussing different strategies to use with their children to support their development.

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

The childminder has an extremely well organised and very attractively presented developmental record of each child with observations, photographs and children's work. This is linked to the areas of learning and demonstrates that she has an

excellent understanding of where the children are in their development and what she is planning for their future learning. The childminder uses these observations to ensure that she provides a relevant learning environment tailored to each child's individual needs and extends activities because of children's current interests and experiences helping them develop valuable skills for their future lives. For example, they took part in a project about the dentist because a child had visited the dentist for the first time. They took pictures of their teeth, looked at the differences in their teeth, counted them and discussed the importance of caring for them through healthy eating and regular brushing. This is reinforced when they are encouraged to brush their teeth after meals. A parent commented that their child is managing his personal care needs well because the accessible child sized toilet and cloakroom has promoted his independence. Children are offered healthy and nutritious food and the childminder meets individual dietary needs especially well ensuring children stay healthy. A parent reported that the activities offered such as cooking and planting and picking fruit and vegetables from the garden has made an 'amazing difference' to her child's eating habits because she is now willing to try new fruits and vegetables.

A child was interested in kites; as a result all the children made their own kite to take home and flew a kite when they visited the park. Another child was interested in trains so the childminder used trains to support the child's understanding of movement and problem solving by laying the track out creatively and used trains and games to support the child's understanding of number. A child was learning about frogs at another setting so the childminder extended this learning by showing the children frogspawn, talking about the lifecycle of a frog and making a number line with frogs. They also sang 'five speckled frogs' number song to introduce them to early calculation. The childminder encourages the children's love of books by giving them a book bag with some books to keep and encourages them to borrow books from her to share with their parents. She also sends home a 'what I did today' book which gives daily information about the child's day and welcomes comments and suggestions from parents.

Children learn to socialise and make friends when they visit the regular groups and are taken on interesting outings to extend their interests. Fresh air and exercise is an important part of the children's daily routine, whether this be using the varied equipment in the well resourced garden or visiting local parks. Children feel safe and secure with the childminder because they have close warm relationships with her, are often cuddled and have realistic boundaries enabling them to play freely and safely. Children wake up happy from a nap and snuggle into the childminder until they are ready to wake up fully. Children play well together because of the childminder's skilful interaction, they are very eager to attend, motivated to learn and play with confidence making choices in their play and accessing the extensive resources. Children show high levels of independence, curiosity, imagination and concentration and thoroughly enjoy their time with the childminder.

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
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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