

Inspection report for early years provision

Unique reference number	124745
Inspection date	10/05/2011
Inspector	Elizabeth Mackey

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 2002. She lives with her partner, three adult children and two younger children, aged eight and five years. They live in a house in South Croydon. Her home is within walking distance of local shops, parks and transport links. The whole of the ground floor is used for childminding purposes and includes a well-equipped playroom. There is a fully enclosed rear garden available for outside play. The childminder is registered to care for a maximum of five children aged under eight years at any one time. There are currently five children under eight years on roll, of whom four are in the early years age group. The childminder is also registered to provide overnight care for two children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds the Diploma in Childcare and Education, a current first aid certificate and a basic food hygiene certificate and is a member of the Purley childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a highly effective, safe and stimulating environment where all outcomes are exemplary. Robust policies and procedures underpin excellent quality care and education. The childminder provides an extensive range of activities that meet children's interests and effectively promotes their development, across the six areas of learning. Overall, exceptional systems are in place to ensure daily communication with parents and to share their children's informative progress records. The childminder is a highly reflective practitioner and develops her knowledge through attending ongoing training and development opportunities. She demonstrates an outstanding capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- supporting further the parental contributions made to the systems for observational assessment.

The effectiveness of leadership and management of the early years provision

Children's safety is the highest priority in this setting and the childminder promotes their well being extremely well. Established policies and procedures

underpin the childminder's excellent practice. For example, the childminder is highly confident in the procedures she would follow in the event of any safeguarding children concerns. She has attended safeguarding training, to level three to ensure her knowledge of safeguarding children is in depth and remains up to date. All adults living on the premises are suitably vetted and children are in the childminder's care at all times.

The children mainly use the downstairs of the home, which is extremely well organised to ensure children are safe and comfortable in all areas. For example, the furniture in the kitchen includes a small table and chairs as well as a highchair so the children can continue to enjoy their play, whilst the childminder prepares lunch. Risk assessments are thorough and stringent measures are in place to minimise any potential risks to children. For example, the garden is set out on two levels and the childminder has organised this space to ensure children access only one of the areas at a time. The childminder skilfully promotes children's understanding of their own safety through developing trusting relationships with them and helping them to build their autonomy and confidence. The childminder updates her knowledge through attending relevant training; she has completed several courses recently including specific training promoting learning for boys, caring for children of school age and tracking young children's learning and progress. This demonstrates her intent to provide an inclusive setting, which improve outcomes for children. The childminder has high aspirations for the children. She strives to ensure her provision provides innovative experiences and appropriate challenge for them make excellent progress in their learning and development.

Children demonstrate an extremely strong sense of security in the setting. They are valued and engage in an extensive range of activities that helps them to learn about the people that make up our society. For example, children are encouraged to share experiences of cultures or religions with other children in the setting. This helps them to understand from a young age the differences in race, culture, and religion. They celebrate various festivals and the children learn about the aspects of different cultures, for example food, dress, and language. The childminder provides excellent experiences that increase children's awareness of disability. For example, they discuss the fact that some people have learning difficulties and physical disabilities and may need more help than others to do things. Children mix with people of different abilities and access resources that reflect positive imagery of people with disabilities.

The childminder is committed to achieving a strong partnership with parents and staff from other settings the children attends. She actively promotes the view that working together ensures the best quality start in life for the children. She achieves this by providing clear information to parents about her provision, ongoing dialogue about children's welfare and development and providing an environment where parents are warmly welcomed. Although parents do not fully contribute to the systems for observational assessment, they are extremely happy with the care provided. Comments include 'the childminder has built up a lovely relationship with my child' and 'she is a first rate childminder'. The childminder is a highly reflective practitioner and is aware of the strengths and weaknesses of her provision. She has made outstanding improvement since her last inspection and she has a clear

and achievable plan for self-evaluation.

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

Children access an excellent range of stimulating activities and experiences, which are very well-planned and based around their interests. Pertinent observations provide a focus for identifying the next steps in children's learning journey files. The bright and welcoming playroom is well equipped and proudly displays children's work and photographs; this enhances the children's sense of belonging. Children are at the heart of everything that happens in this setting. The childminder is highly skilled in her ability to recognise and respond to the individual needs of the children. Her emphasis is on inclusion, children's happiness and their safety. Children explore and select resources independently. In addition to the well stocked playroom, resources are available throughout the downstairs of the home. This promotes children independence and autonomy, which enables children to flourish. Children are encouraged to make a positive contribution, for example, they take responsibility for helping the childminder tidy away the resources and help to set the table for lunch. Children receive meaningful praise and their efforts are warmly acknowledged. This helps to build children's self-esteem and confidence exceptionally well.

Children's understanding of maintaining healthy lifestyles is encouraged. In addition to playing in the lovely garden, children enjoy outings to local parks and children's centres. This provides them with ongoing physical challenge and ample opportunity for fresh air and exercise. Children practice good hygiene routines, for example, washing their hands before they eat. The childminder encourages this by singing with the children a familiar rhyme about hand washing as they do so. Children enjoy healthy meals and snacks, drink plenty to remain hydrated and grow fruit and vegetables, in their own greenhouse. This further promotes their clear understanding of healthy eating, as well as developing their knowledge and understanding of the world. Children demonstrate a close trusting relationship with the childminder. They show sustained concentration as they sit with her, for example, to make models from dough. They talk confidently about the different shapes they are making and show good fine motor control as they carefully and safely use a variety of tools as they play. The childminder uses opportunities as they arise to develop children's learning. She encourages children to explore the texture and introduces shape, number, and colours into their conversation. The childminder imaginatively extends the activity to tell a story about the models they are making. This engages the children further and creates a lovely sense of fun. Children giggle as the childminder creatively uses different voices to depict the different characters.

Well-established routines and reassurance from the childminder helps babies to feel safe, even though they are new to the setting. With support, they are able to safely explore their environment, excitedly moving along the floor to access the wide range of resources available. Children have very good communication skills and they understand mathematical language. Children enjoy sharing books with

the childminder and they enthusiastically join in with singing familiar rhymes. The children also have access to a very good range of age appropriate ICT equipment, such as digital camera, laptop and battery operated toys, as a result children are developing excellent skills for the future. Children are confident communicators and they are making very good progress in all areas of their development. A significant range of photographs in the children's development folders display the wide range of activities and outings children enjoy and capture their achievements beautifully.

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