

Inspection report for early years provision

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Inspection date	24/05/2011
Inspector	Lisa-Marie Jones
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.

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 1993. She lives with her husband and two grown up children and son aged 13 years. The family lives in house on a residential road in the London borough of Kingston. Children have access to the ground floor and supervised access to sleeping facilities on the first floor. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years, three of whom can be in the early years age range. There are currently six children in the early years age range on roll, all of whom attend on a part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's knowledge of the Early Years Foundation Stage framework is superb. She is able to effectively support the welfare, learning, and development of the children in her care. The childminder's secure understanding of regulatory matters including safeguarding, means that children's safety and wellbeing are also adhered to at all times and their safety is never compromised. In addition, the provider's effective use of self-evaluation to keep up to date with changes in the early years profession, means that key areas for development to maintain the quality of the provision are consistently identified and improved. The childminder consistently looks at ways to develop her practice through training, visiting other settings and written information in childcare articles. Partnerships with parents are professional yet friendly and open. The daily communication systems are excellent and parents comment on how effective and informative they are. Partnerships with other professionals involved in the care of the children, are well established and work superbly to ensure that children's development is a shared experience. The childminder provides an extremely welcoming, stimulating and fun environment for the children in her care.

What steps need to be taken to improve provision further?

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

- maintaining the current level of self-evaluation for the consistent development for children for their welfare and education.

The effectiveness of leadership and management of the early years provision

The childminder has implemented an effective safeguarding children policy and procedures. She has up-to-date knowledge of the current procedures, in line with the Local Safeguarding Children Board (LSCB) guidance, to notify any child protection concerns without delay. Consequently, children are fully safeguarded and their safety is never compromised. The childminder minimises potential hazards in the home and when on outings by conducting regular and comprehensive risk assessments. Fire safety arrangements are fully effective, emergency evacuation procedures take place to enable children to become familiar with what to do in the event of a real emergency. The childminder keeps relevant and comprehensive documentation and records that promotes children's health and well-being .

The home is exceptionally well organised to enable children to have freedom and space to explore all activities independently. There is a massive amount of resources available and they are extremely well maintained. She has formed close bonds with the children, which ensures they all feel welcome.

Each child has a comprehensive observation and planning folder that goes home to parents; this includes information on menus, routines, complaints procedures, guide to infections, next steps for children's learning and moving on to primary school. In addition to this, there is a two-way communication journal that is filled with daily written and photographic observations. Well established relationships with other professionals involved in the care of the children are strong. Plans are shared to ensure that there is consistency of learning and development for all children.

The provider demonstrates an excellent capacity for continuous improvement. She has attended an extensive range of training since her last inspection, and has endeavoured to keep up to date with current issues. There are effective systems in place to monitor and evaluate her provision, such as self evaluation and regular questionnaires to parents and other professionals who are involved in the care of the children. As a result, the childminder is able to identify her strengths and weaknesses or target areas for improvement effectively. Therefore, the childminder is able to continuously enhance the welfare, learning and development opportunities for children in her care. The provider stated she loves being a childminder and is always looking for best ways possible to excite and stimulate children and ensures she does everything to ensure children are happy and settled in her care.

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

The childminder's qualification Bachelor in Education in Early Years and expertise of the Early Years Foundation Stage framework result in effective systems to

ensure children are being offered challenging and exciting experiences to ensure they are making excellent progress towards the early learning goals. Children clearly relish their time in the setting and are stimulated and excited by activities that are on offer during the day. The clear, concise individual planning, observation and assessment fully ensures that children are offered a balanced curriculum that reflects all of the six areas of learning.

Children demonstrate that they feel safe in the care of the childminder as they respond to her care and attention and are confident when exploring the whole environment independently. The detailed systems to monitor their development demonstrate that progress is consistent and it is clear that next steps are being achieved. This does therefore support the children's learning and development fully.

Activities, resources and the childminder's understanding fully promote equality and diversity. Children are given ample opportunities to be exposed to and explore and understand different cultures. All children are given opportunities to extend on their learning and to develop at their own pace with the support of a childminder who has an in-depth knowledge of the children's abilities and next steps of development.

Children thoroughly enjoy the abundance of activities, which are attractively presented, motivating independent learning. Children are spoilt for choice including indoor and outdoor play and visits to the local community. Children are seen to play well and enjoy the company of each other, in a relaxed, family orientated atmosphere. They are developing good communication skills and are articulate and clear when recalling activities and generally through their role play. They adore exploring science activities such as sand and water and growth and are given freedom to make mistakes and learn new concepts independently. Children have the opportunities to adopt good personal hygiene habits through hand washing routines and develop good manners and social skills. Children feel safe in the setting, because adults establish close relationships with them, enabling children to feel settled and comfortable to explore the environment. This enables them to play happily and cooperatively with each other, feel included and supported in all the activities. This is enabling children to enjoy their time in the setting, achieve well and develop skills for future 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

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