

Inspection report for early years provision

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Inspection date	20/05/2011
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 lives with her husband and their four children all of whom are of school age. The family lives in a house in the London borough of Hounslow. The main areas for use are the ground floor, which has a toilet, and one bedroom upstairs for sleep purposes. There is an outdoor area for children to use. The childminder is registered to care for a maximum of five children under eight years of whom no more than three can be in the early years age range of those only one can be under one year. She is currently caring for five children, some of whom attend on a part-time basis. Of these, three are 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 overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, highly effective partnerships between the childminder, parents and other professionals ensure individual children's needs are met. Children's welfare, safety and learning needs are exceptionally well promoted. The capacity for sustained improvement is outstanding. The childminder is dedicated to her practice and the children she cares for. She has already developed her practices since the point of registration and continually strives to make further improvements by booking on training to enhance her skills and knowledge.

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 home languages used by children in the setting and inviting parents to contribute to them.

The effectiveness of leadership and management of the early years provision

Children's well-being is significantly enhanced by the exceptional procedures in place for safeguarding them. Comprehensive policies and procedures are implemented consistently and robustly to ensure that children are well protected. For example, procedures include those to be followed in the event of an allegation of abuse made against the childminder or her family. Training in safeguarding children is up to date and all visitors to the premises are asked to sign the visitors' record book both when they arrive and leave the premises. Detailed risk assessments are undertaken both in the home and for local outings. Children take

part in fire drills, enabling them to learn how to leave the building effectively in the event of an emergency.

The childminder has high expectations for the service she provides and has made exceptional progress since becoming registered. She has worked extremely hard to improve her knowledge and understanding of all aspects of the Early Years Foundation Stage framework and has completed a number of training courses. These have given her confidence in the implementation of the curriculum. The childminder has identified areas for further improvement in her practice and as a result, outcomes in children's achievement and well-being for all children are excellent.

The childminder has made exceptionally good use of the space available, she has developed a designated space for storage of toys and resources, which are successfully organised to enable children to independently choose what they want to play with. A large wall space provides an art gallery for children to display their art and craft work to enable them to show their parents what they have been doing. The childminder successfully supports children in their play to enable them to learn effectively. The childminder has a strong commitment to equality and diversity. She has an exceptional knowledge of each child's backgrounds and needs as a result provides tailor made plans to support the individual development for each child in relation to the six areas of learning. The childminder has an excellent partnership with parents, working with them to support and nurture their children's specific needs. The childminder has resources that promote equality within her setting, however, there are fewer examples of different languages displayed and used within the environment.

The setting has a highly positive relationship with the parents. Parents comment how comfortable and happy they are with the care provided and how their children want to go to the childminder even on the days they are not due to attend. Parents are effectively informed of their child's progress and the childminder provides tailored guidance and information about precise ways parents can support their children's learning at home. Detailed records are available for parents to see, with photos of their children taking part in the activities and all information is prominently displayed for parents to view. The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. The childminder has developed effective procedures for obtaining information to enable her to further extend children's learning on topics they have been working on at nursery, which successfully promotes and enhances their learning, development and welfare.

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

The childminder has an excellent understanding of the Early Years Foundation Stage framework and welfare requirements. High quality observations enable the childminder to identify the learning needs of children and plan for their individual developmental needs in relation to the six areas of learning. Teaching is highly

effective because the childminder has such a clear understanding of making every experience a learning opportunity. Children enjoy books and gather together on comfortable cushions and listen to their friends as they tell them a story. They actively take part in action rhymes, such as heads shoulders knees and toes, developing their communication language and literacy skills and physical well-being. They eagerly participate in a range of art and craft activities, which supports their imagination and develops their ability to share, take turns and be creative. Young babies chase after balls and engage with the childminder, becoming familiar with simple mathematical concepts for example, she asks the baby 'can you give me one ball?'

Children are extremely well equipped with fundamental skills they can use to extend their learning in the future. Babies are beginning to develop excellent early skills and are exploring their surroundings with great interest becoming active and inquisitive learners. Children play a full and active role in their learning, show great curiosity and the desire to explore and become inquisitive learners. All children show a strong sense of security and feel safe within the setting. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children take part in projects, which enable them to effectively learn about how to keep themselves safe for example, 'staying safe during car journeys'. Children were taught how to do their seat belts up and other issues such as not distracting the driver of the car. High quality adult interaction and exemplary organisation of routines help babies and very young children to gain an exceptionally strong sense of security. Children regularly enjoy cuddles and the childminder speaks to them in a gentle caring voice re-assuring them.

Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Children are successfully learning how to maintain a healthy lifestyle; they brush their teeth and have separate towels for drying their hands. Children are provided with a range of healthy meals and snacks; a copy of the menu is given to parents in advance so they are clear about what their children are eating. Children have regular opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children within the setting are confident, settle well and develop excellent relationships with their friends and the childminder. Children display extremely high levels of confidence and self-esteem. They proudly stand for photos holding the certificates they have achieved for their excellent work, this information is then eagerly shared with their parents. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity

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