

Inspection report for early years provision

Unique reference number	EY350670
Inspection date	13/06/2011
Inspector	Gillian Cubitt
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 registered in 2007. She lives with her husband and one child of school age. They live in a house in a residential road in Morden which is in the London borough of Merton. The home is close to schools, parks and shops. There is a level access to the home and there are parking facilities immediately outside.

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 four children under eight years. She has currently five children on roll who are in the early years age range and attend at different times throughout the week.

Children use mainly the ground floor rooms of the childminder's home with their main play area being in the rear room which has also access to an enclosed garden. The childminder regularly visits local toddler groups, children's centres and parks with the children; she also takes and collects children from a local school.

The childminder holds appropriate childcare qualifications, including a Foundation Degree in Childcare and is a member of the National Childminders Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and makes effective use of her observations to prepare individual planning for children which significantly contributes to their progress. They have a variety of learning experiences although the garden area is not used to its full potential. It is a fully inclusive environment where children's uniqueness is highly regarded and achieved working in close partnership with parents and others involved with the children. The childminder consistently strives to improve her service and this is reflected in her well-written policies and on-going self-evaluation.

What steps need to be taken to improve provision further?

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

- making more effective use of the garden to develop children's experience of caring for living things, for example preparing an area to grow and care for plants.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of working with and meeting the welfare and education requirements of the Early Years Foundation Stage. Children are protected because the childminder is rigorous with her security and checks for adults within the household. She also asks for the credentials of all new visitors to the home prior to inviting them in when minded children are present. The childminder's strong commitment to her own training is evident and she has undertaken additional qualifications and courses to underpin her knowledge and skills. This includes how to protect children if she has concerns and her policy provides her with immediate guidance. Furthermore, the childminder's risk assessments are comprehensive and thorough covering the home and when she takes children on outings.

The childminder is extremely organised and this reflects in the maintenance of her records for keeping children safe, such as accidents and administering medication which are accurate and consistent. She also deploys her time well, planning effectively for individual children and providing appropriate toys and resources that relate to children's age and stage of development. Her passion to promote equality and diversity are embedded in all she does. Planned activities closely link to the children's individuality, following what they like to do, whilst ensuring they receive the maximum exposure to the wealth of diversity within her community. This is achieved through planned and purposeful outings to nearby children's centres as well as trips further afield.

An outstanding and particularly warm relationship is shared with parents and carers. The childminder involves them from the very start during the careful settling-in period for new children. Parents complete the 'All about me' documents which provide the childminder with key information about children's likes, dislikes and abilities. This sets the foundation for children's starting points on which she builds her observations to support children's progress. Parents also receive continuous information through the means of verbal communication and daily diaries for very young children and babies. Parents comments show how happy they are with the service the childminder provides. They also confirm their complete trust in her professionalism and expertise in caring for their most precious treasures. Other partnerships, such as with nurseries and schools are also a strength with the childminder working with parents and reception teachers to support children's learning. The childminder is also effective in working with other agencies due to her experience of caring for children with special educational needs.

The childminder is passionate about the work she does and works hard to ensure her records and observations are correct and meaningful. She constantly reviews her practice and offers support to other childminders.

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

Children have a fun time at the childminder's home where they easily access toys that attract them. All toys are sorted into well organised boxes with pictures and labels so children can easily identify what is in each box. This helps them to recognise that print has meaning and enable them to return toys to the correct box after play has finished which promotes children's sense of order, independence and problem-solving skills. Children excitedly dress up as doctors where they learn new words such as stethoscope and protective masks. They talk about their bodies and how their hearts beat. The childminder explores children's understanding further which underpins their developing interest in how their bodies work which contribute to their good health. The well-being of babies is also nurtured extremely well through a gradual settling-in period. Babies snuggle warmly to the childminder who fosters inclusion, encouraging older children to share toys and be gentle and supportive with those who are younger. Children's personal and social development is strong; they behave exceptionally well, being very responsive and helpful in all that they do. Children's social skills are also very well extended because the childminder ensures they enjoy the diverse facilities that the community offers, such as children's centres, where a host of stimulating activities are available together with opportunities to mix with their wider peer group and engage in messy creative play with paints and craft materials.

The effective use of observations and assessments to inform planning that is individual to the children ensures they have very good opportunities to make excellent progress across all areas of learning and development. Information regarding children's achievements, which is supported with photographs, is shared constantly with parents who fully contribute their ideas and comments in writing. The childminder's extensive knowledge and experience of how children learn is then coupled with the valuable input from parents to build into her planning for children's individual needs. This means that equality and diversity is reflected for all children as they are able to achieve regardless of their abilities and educational requirements.

The home environment is extremely well maintained and appropriate for children's play. The play area/dining room leads to the rear garden where children have mobile toys and slide to support their physical development where they exercise in the fresh air. Children are also developing very good eating habits as the childminder provides nutritious healthy snacks and meals which include fresh fruit and vegetables. The childminder discusses with children the benefits of these although there is minimum opportunity for them to tend their own vegetables and explore the living world of nature in the rear garden. This area of learning is mainly explored through visiting parks and zoos where children undertake activities to heighten their appreciation of different plants, trees and animals.

Children and babies feel very safe with the childminder. This is because she is caring and gently teaches them safety awareness. For example, children participate in fire evacuation exercises; they learn to stay close to the childminder when on outings and older children are asked questions about traffic and practise

crossing roads correctly which increases their ability to keep themselves safe.

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	2
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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