

Inspection report for early years provision

Unique reference number	EY102006
Inspection date	24/06/2011
Inspector	Shan 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 2002. She lives with her husband and adult son in Morden, within the London borough of Merton. The whole of the ground floor of the childminder's house is used for childminding with toilet facilities in this area. There is a fully enclosed garden for outside play. The family has two cats and guinea pigs. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently six children on roll; of these three are in the early years age group. Children attend different times of the week. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very happy, welcoming and inclusive environment where all children are highly motivated and extremely well cared for. She provides children with exceptional support and exciting learning opportunities. The childminder has in place systems to assess and record their learning and achievements, although she is aware these need to be extended further. The childminder forges exceptionally close partnerships with parents to ensure children receive consistent, high quality care. She demonstrates a strong commitment to continual improvement and self-evaluation.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the systems for observations linked to the six areas of learning to plan the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Effective safety procedures implemented by the childminder ensure that children remain safe at all times. For example, a risk assessment is undertaken for the premises so that children are able to explore their environment safely. Children are safeguarded as the childminder is clearly aware of her important role and responsibility relating to child protection matters. In addition, adult household members have been through relevant criminal record checks. Children's welfare is promoted well; the childminder maintains her first aid certificate to enable her to manage accidents appropriately. The childminder has the necessary skills to self-

evaluate her work with the children. She is able to identify areas to build upon her existing good practice to ensure that children's time with her is extremely positive and rewarding. For example, by developing further the use of observations which help identify their next steps linked to the six areas of learning. The clear commitment to ongoing reflection and continual improvement ensures that her practices are able to be developed to reflect the evolving needs of the children and their families. The childminder has a professional approach to her career and self-development and holds a recognised childcare qualification. This means that children are cared for by a competent, dedicated childminder.

All children have a real sense of belonging, due to the childminder's extremely warm and caring nature. Children's individual needs and characters are clearly understood and respected by the childminder. The childminder encourages children to gain an understanding of difference, for example, she provides resources that reflect different cultures and disability and children gain an awareness of different religious and cultural festivals. The good range of play equipment is well maintained, suitable for the ages of all the children attending and offers interesting variety. She ensures that all activities are accessible to all the children and adapts activities to meet children's individual needs.

Children benefit from the highly successful partnerships established with parents. The childminder provides an extensive range of information for parents which provides a clear reflection of the provision and the service that is provided. Clear discussions take place with parents before children start to ascertain milestones already achieved, which allows the childminder to plan accordingly for their individual learning. Parents receive full information about their children's progress because the childminder maintains comprehensive written records of their achievements. She provides a daily diary and ensures this is useful to parents by modifying the format to meet their preferences. She adapts activities to accommodate children's interests and learning styles. Parents' comments are very positive about the service they receive, for example, 'Our children are so happy in your care and obviously thriving. Your care and attention to detail, the range of activities and the relationships you have with my children are all outstanding'. The childminder works in partnership with other providers to ensure that children's skills are enhanced and developed.

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

Children are making outstanding progress because the childminder has an excellent knowledge of how children develop and learn. She ensures that she puts her knowledge and skills into practice for the benefit of all children at their different stages of development. Children benefit from a very relaxing environment where they receive a high level of attention to help them feel special. They feel loved and supported within the childminder's home where they enjoy their play and learning. They have fun together and form trusting relationships and respond positively to the childminder's infectious enthusiasm. Children are eager to explore new experiences and demonstrate high levels of interest and involvement, focusing

for sustained periods of times in activities that inspire them. A key strength of the childminder is her highly effective use of beautiful pictures and portraits she has created of the children. Examples include the amazing time children have as they visit the woods after a rain storm and children's sense of awe and wonder as they observed guinea pigs being born. These photos capture the wonderful time experiences children have and the value given by the childminder to their achievements.

The childminder ensures their individual needs are fully met by the care and attention they receive. Children's personal, social and emotional development is very strong. Young children are happy and settled because the childminder fully addresses their emotional security. Children are expected to respect themselves, and respect each other's feelings and possessions. Good priority is given to raising children's self-esteem and the childminder ensures that they are praised and encouraged. Sticker rewards effectively promote positive behaviour. The childminder continually promotes children's language and thinking as she asks open-ended questions. She communicates with young children using clear language. Children are encouraged to select books and young children enjoy sitting with the childminder as she reads to them. Their creativity is promoted as they express themselves through art and craft activities, move to music and repeat situations familiar to them as they use role play resources. The childminder encourages counting, colour and shape recognition in accordance with each child's level of development. Children are inquisitive and ask a number of questions that are answered sensitively and patiently by the childminder as they play and experiment. They are introduced to exciting new concepts as they experiment with water and observe and note the sequence of liquid being frozen then melting.

Children learn about keeping themselves safe through discussions about road safety and know how to walk safely while out and about in the local area. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection. Children learn about the importance of good personal hygiene and understand why they need to wash their hands before eating food or after visiting the toilet. They are well nourished and receive meals which are reflective of their dietary needs and preferences. Children enjoy healthy snacks of fresh fruit and often engage in cooking activities which further develops their understanding of healthy food options. They love to bake and cook an array of delicious recipes such as starlight biscuits and banana bread. Children are active and understand the benefits and effects of physical activity. They enjoy a range of outdoor experiences such as woodland walks and they gain confidence and skills with the use of challenging large physical play equipment at the park. Children develop an awareness of their own growth needs in relation to other living things, for example, by planting and caring for flowers and vegetables. They love to sample their home grown potatoes and mushrooms. Children are given lots of choice in what they can eat as some of the older children devise the menus; children then consult with their peers regarding their meal preferences.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
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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