

Inspection report for early years provision

Unique reference number	160412
Inspection date	19/07/2011
Inspector	Jane Nelson
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 was registered in 2001. She lives with her husband, and two adult children, and two younger children aged 10 and 12 years. The house is in Ashford, Middlesex, close to shops, parks, schools and public transport links. All the rooms on the ground floor, of the childminder's home are used for childminding. Bathroom facilities are also on the ground floor. There is access to an enclosed garden at the rear for outdoor play. The childminder is registered on the Early Years Register, and on 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 at any one time. The childminder is currently caring for three children in the early years age range. The childminder collects children from the local school and attends several toddler groups, on a regular basis. The childminder is a member of an accredited childminding network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's enjoyment of her work and enthusiasm are reflected in the excellent range of play experiences she plans and provides that promote individual children's enjoyment, learning and development extremely well, overall. Various forms of self-evaluation and ongoing training are used effectively to monitor, develop and improve her service. Highly effective partnerships between the childminder and parents ensure individual children's needs are met. Partnerships with other settings children are due to attend are in the process of being built.

What steps need to be taken to improve provision further?

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

- extending the use of observations and assessment relating to children's development to reflect a summary of their progress over a period of time.

The effectiveness of leadership and management of the early years provision

The childminder has a secure and clear understanding of child protection issues, her responsibilities and the procedures to follow if concerns arise or an allegation is made against her. She has recently attended training in this area to update her knowledge. Risk assessments are used very effectively to monitor and reduce

potential hazards. The required records are maintained and extended to include detailed risk assessments for outings ensuring children's safety at all times.

Various forms of self-evaluation are used very successfully by the childminder and she is highly reflective about her own practice, continually looking for ways to improve, new ideas and activities that will encourage children's excitement and interest. The childminder is a member of the Surrey Childminding Network and takes part in an annual assessment of her practice. She regularly meets with other childminders, exchanging ideas and good practice. Feedback from parents is sought regularly and detailed questionnaires are used to obtain feedback and focus areas for development. The childminder also incorporates children's ideas and suggestions in the activities and experiences she provides, for example, making a traffic light game that has been suggested by children. An excellent commitment to ongoing improvement is demonstrated by previous and recent training attended by the childminder, the regular updating and reviewing of documentation and her using schemes such as 'Every Child a Talker' to review and improve her practice, ensuring children's learning and development are promoted well and children are happy and secure in her care. The required records and documentation are clearly maintained and well organised.

Partnerships with parents are highly effective, and strong relationships are built from the time children first come into the childminder's care. Parents' responses to questionnaires reflect they are very happy with the childminder's care and their children thoroughly enjoy their time spent with her. Parents praise the childminder highly and have made decisions to enable their children to remain in her care, rather than transferring to nursery, until they are a little older, based on their positive experiences and how happy their children are. The childminder shares information daily through written information in children's diaries, verbal discussion and regular weekly newsletters which keep parents updated about activities and what children have enjoyed. Information regarding observations and assessments of children's development are recorded in individual learning journals and creatively illustrated by photographs and examples of their creative work. These are shared with parents, although, are not yet fully extended to include a summary of assessments done over a period of time, which is especially useful at a time of change, when children are starting at a pre-school setting, for example. Strategies are already in place and preparations being made to initiate effective partnerships with other settings that children are due to attend in the near future.

Space in the childminder's welcoming family home is well planned to encourage children's independence, and enable them to eat, play and rest comfortably and safely. A varied range of resources and play materials are provided and set out in the living room and kitchen, enabling children to move freely between rooms and make decisions, for example, about where they want to do a painting activity. Diversity and different cultures are reflected in the extensive range of play materials, books and experiences the childminder provides. This enables children to clearly respect and understand differences in the world in which they live.

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

Children are very happy, secure and thoroughly enjoy their time in the childminder's care and with each other. They share genuine affection with her and respond to the childminder's infectious enthusiasm, which encourages their excitement, concentration and involvement in activities and play experiences. Children demonstrate they feel at home and have a real sense of belonging in the childminder's home. This is reinforced by displays of children's names, art work and photographs, and through creative strategies, such as, children's individual hand towels being decorated with their own hand prints and names.

Children are busy, engaged and interested in their play. They enjoy an exciting range of different play experiences, activities and interesting learning opportunities as part of the daily routine. Children are supported in developing a range of skills that they will use later in life and are increasing confidence, independence and an awareness of each other through their play and learning. Children benefit from a combination of home based play and regular opportunities to socialise and interact in a larger group of children. They participate in the local community through frequent visits to local groups and children's centres with the childminder. Children see the wider world reflected in resources they use daily, such as, books, play figures and dolls.

Children have great fun in the garden with the childminder, they run around outside playing a traffic light game, they had told the childminder about, and helped her plan. Children enjoy playing a game of 'What's the time Mr Wolf?' with the childminder. They giggle, laugh and each take turns at being the wolf in the game counting the time and the steps they take to reach each other. They enjoy a quiet time after physical play, having their drinks and listening intently to stories in the garden. The childminder uses books as a focus for discussion about differences and changes that may happen when children start at their pre- school group in the near future. Children join in referring to illustrations that show children sharing and being kind. The childminder suggests they do a painting activity, involving children in choosing which table they want to paint at. The childminder set the paints out on a child height table, and provides paper carrier bags for children to decorate. Children excitedly ask her to help them put their aprons, discuss which colours they are using, and then concentrate as they decorate their bags. Children continue with the painting activity mixing different colour paints together. The childminder extends the activity by providing sheets of paper and children decide to paint their hands and make prints on the paper. When they finish, felt tip pens are provided with small pieces of card which children carefully draw on. The childminder talks about making these into postcards for their parents, writing their address, putting stamps on, and posting them in the post box when they go to school later in the day.

Children clearly understand the need for good hygiene procedures and talk about germs being on their hands after playing outside. Children of different ages use the bathroom with increasing independence, standing carefully on the step to reach the sink, use the soap dispenser and wash their hands before snack and

after playing outside. They recognise their own towel hanging in the bathroom and use this to dry their hands. Following the painting activity, during which children have painted their hands, they wash their hands in the bathroom, calling out excitedly, as the paint disappears from their hands and the water turns purple. Photographs of children following good hand washing procedures are creatively displayed in the bathroom and children proudly refer to themselves in the photographs. The childminder supervises children very well and creatively involves them in meaningful tasks that encourage their awareness of their own safety. For example children are involved in checking the garden, with the childminder, to make sure it is clean and safe before they play outside. They participate in regular fire drills, becoming familiar with the procedure if an evacuation of the premises was needed.

The childminder uses snack time as a learning experience for children, discussing different fruit, and encouraging children to feel the different textures of an apple and peach. Chopping boards and child friendly knives are provided for children to cut their own fruit into halves, and slices. The softer alternative of a banana is provided for younger children who are still in the process of developing their cutting skills. Children are supported by the childminder sitting with them and providing help when needed. They count with the childminder the pieces of fruit they have cut before, enthusiastically eating their fruit. Children behave very well, when minor disagreements do occur these are managed swiftly and constructively by the childminder, resulting in children soon continuing with their play and taking turns. Kindness to each other and good manners are encouraged by the childminder who is a good role model using positive language, praising achievements and valuing children's contributions.

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	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	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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