

Inspection report for early years provision

Unique reference number	132070
Inspection date	14/09/2011
Inspector	Linda Close

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 has been registered since 1996. She lives with her husband and two adult children. They live in a four bedroom house located in West Wimbledon. The local authority is Kingston-upon-Thames. The childminder's home is within walking distance of shops, schools, parks, a library and transport links. The ground floor of the property is used for childminding. There is a fully enclosed garden available for outdoor play. There is a swimming pool in the garden which is inaccessible to minded children. The family has a budgie.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years at any one time. Three of these children may be in the early years age group. The childminder currently has a total of eight children on roll all of whom attend part-time.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are settled, secure and very happy with this highly experienced childminder. Progress for all children is very good and for some children it is exceptional given their age and starting points. The childminder's flexibility and active support for children and their families, and their very positive feedback, shows that her partnership with parents is exemplary. The childminder successfully meets the individual needs of each child. She evaluates her service to children very effectively overall. She strives to maintain high standards, and she achieves ongoing improvement, through training and personal study.

What steps need to be taken to improve provision further?

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

- enhancing the environment with clearly written labels and familiar words.

The effectiveness of leadership and management of the early years provision

The childminder is very confident in her knowledge and understanding of safeguarding issues. She conscientiously attends training on a regular basis to refresh and update her awareness of safeguarding. She gets to know each child very well and would quickly notice any changes in their behaviour or general wellbeing that could indicate ill-treatment.

The childminder is constantly looking out for new ideas to enhance her provision for children. She finds out about their particular interests and finds ways to include stimulating activities into her future plans to support their learning. She carefully selects training courses to help her to support the progress of the children she looks after including assisting children who are learning English as an additional language which she puts to very good use. She attended a course about improving her systems of observation, assessment and planning, which has proved to be very beneficial. The childminder has successfully completed a National Vocational Qualification at level 3 as part of her rolling programme of ongoing self-improvement.

The ground floor rooms in the childminder's home are dedicated to children. She has a vast selection of toys which are regularly checked and cleaned and they are suitable for babies, toddlers and older children. She stores some toys, puzzles and games in a shed and she brings out different ones from time to time to maintain children's interest and offer new challenges. Children have easy access to their toys and they gain independence from being able to choose. They also learn to take responsibility as they help to put things away before moving on to other activities.

The childminder welcomes children from any culture or background. Parents report that her settling in procedures are very successful. Her warmth and kindness reassures children and they soon forget to be tearful and ask to stay longer at the end of the day. She plans activities with great care so that children of different ages and abilities can access all of her activities at their own level. Her setting is decorated with languages and examples of art work associated with celebrations from different cultures. She has forged strong links with parents and other providers and she uses the information that the adults share to help her to meet children's individual needs. The childminder also shares her knowledge of the children and their progress with other providers. She compiles detailed records of children's achievements which she offers to the nursery teachers when children move on.

Feedback from parents is universally positive and complimentary. They say she is reliable and flexible and provides personalised care for their children. They also commend her for her excellent organisational skills and efficiency and in particular the personalised newsletters that she prepares to keep them informed. Parents remark that she is always happy to discuss progress and is a source of helpful advice and reassurance for first time parents. She is the first person that children add to their guest lists for their birthday parties which is an excellent recommendation.

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

The children show in their happy smiles, their relaxed body language and their confident requests for drinks and favourite toys that they feel safe and secure with

the childminder. She speaks to them in pleasant, kindly tones and they take their lead from her. She takes photographs to record special 'bonding moments' when children spontaneously hug one another and laugh together as they play. Children show that they understand basic rules for safety when they take patiently take turns on the slide, negotiate the step down into the garden with care and co-operate calmly when getting into the car for outings.

The childminder actively supports the development of children's skills for their future learning. She offers them many good opportunities for mark making. Their names are displayed on the wall in the dining room and some children demonstrate a mature ability to pick out their own names and the names of their friends. However, the labels are often written in capital letters which can be confusing if other settings display a mixture of lower and upper case letters. The childminder helps the children to learn about numbers and counting as they play. She finds delightful ways of developing their counting skills including taking them to count how many carriages are on the trains as they pass by at a nearby crossing. Some children have made remarkable progress in their understanding of number which shows that her systems are very successful. Children have easy access to battery operated toys to explore cause and effect. The childminder is very active in helping children prepare for transition to school. She talks to them about nursery activities and finds out what is done at school so that she can complement their learning at her home.

Children confidently explain why hand washing is important for good health. They enjoy fresh fruit snacks and frequent drinks which helps them to adopt a healthy lifestyle. Parents applaud the childminder's approach to healthy eating and the good food that she provides. They also commend her for her patience and the provision of alternatives if children are difficult to please. The childminder is adept at potty training younger children. They are justly proud of their progress and their parents are delighted. Children exercise daily either in the childminder's garden, at playgroups or in the park.

Children benefit immensely from the wide range of outings that they enjoy to places of interest. They have excellent opportunities to learn about animals at first hand when they visit the farm and the local pet shop. They see the changes in nature as the seasons progress in the numerous parks and gardens that they visit with the childminder. They find out where food comes from through planting and caring for aubergines, tomatoes, peppers and herbs in the childminder's garden. The childminder has attended a training course about science in the early years and she puts her learning to good use to support children's learning.

The childminder knows each child's learning style very well. She skilfully and successfully promotes their participation in all activities without pressing them to join in until they are ready. She nurtures their independence and shows them that they are valued by listening to them politely and respecting their ideas. The children are fully engaged in play both alone and with their friends. They enjoy one another's company even when they do not share the same language and their behaviour is exemplary.

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