

Inspection report for early years provision

Unique reference number	EY276413
Inspection date	09/11/2011
Inspector	Caroline Preston

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 2003. She lives with her husband and two children, aged four and 11 years, in Elm Park, in the London borough of Havering. The whole ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder works with two co-childminders. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children aged under eight years at any one time, of whom three may be in the early years age range. When working with her co-childminders she may care for a maximum of eleven children under eight years, of whom six may be in the early years age range. The childminder is currently minding sixteen children in the early years age group, some in part-time places. She also offers care to older children up to the age of 11 years. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children's individual needs are met very well. They make outstanding progress and learn from a range of ground-breaking play experiences. The childminder has an extensive knowledge of child protection procedures which helps her to safeguard children. Excellent partnerships with parents and other professionals support the nurturing care given to children. Self-evaluation is robust and detailed. The childminder uses it to improve her practice and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- sharing and displaying photographs of children's home life to further support their sense of community.

The effectiveness of leadership and management of the early years provision

The childminder follows highly effective safeguarding procedures to protect children. She attends regular training on safeguarding and comprehensive policies are in place. She has an excellent awareness of possible risks to children and uses this to develop detailed risk assessments.

The childminder provides and uses inspiring, high quality resources. The

environment is highly impressive and challenging to children which helps them to make significant progress. The childminder has an excellent knowledge of children's backgrounds and this helps her to meet their individual needs extremely well. Children learn about wider society as they use various resources that reflect diversity and regularly celebrate festivals. They are developing a sense of themselves as a member of different communities. However, their sense of community is not fully supported since photographs of their home life are not displayed.

The childminder is highly committed to working in partnership with others to support children well and help them achieve highly. For example, she works in close partnership with schools to ensure a shared approach to children's care and learning. Parents are fully involved in all aspects of their children's welfare and education and are kept well-informed of how their child develops.

The childminder has rigorous self-evaluation and monitoring systems in place. She reflects on how to improve outcomes for children and takes highly positive steps to do so. For example, she has recently obtained an eleven-seater mini bus to help transport children to school and to go out on trips. Children play a full role in the provision. They were involved in buying the bus, going with the childminder to help design and choose the coverings for the seats. Morale is very high between the three childminders who work together. High expectations of childcare practice helps to embed ambition and drive improvement.

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

The childminder shows an exceptional understanding of how children learn and develop. Her educational programme is rich and vibrant and offers children outstanding play experiences. She makes high quality observations and assessments which enable her to plan very effectively for each child's unique learning needs. As a result children make continuous progress.

Children are motivated and excited to learn as they play in the well-resourced garden. They develop excellent social skills as they happily play in the large sand pit with one another. They are very good at taking turns and sharing as they use the ride on toys. They develop excellent language skills through their play. They design and make pirate ships, discussing how this can be achieved. Children relish creative play; making and designing various potato heads and enjoying badge making. They bake cakes and paint pictures on the patio doors. These activities give them fantastic opportunities to have fun while exploring colour, texture and shape.

Children have excellent opportunities to develop numeracy and problem solving skills through cooking activities. They weigh, measure and mix ingredients together. Their progress in understanding and using programmable equipment is extensive and they are extremely competent when using computers. They are developing a comprehensive knowledge and understanding of the natural world.

For example, they collect rain water and discuss where it comes from.

Children show an exceptional sense of security and have fantastic opportunities to learn about keeping themselves safe. They take part in survival days in the forest, putting up tents and discussing how to stay safe in the natural environment. They show an excellent understanding of how to behave well. They display limitless manners when they are out on trips and behave extremely well when using public transport.

Children's understanding of healthy lifestyles is supported particularly well. They learn how to grow and produce healthy foods by growing an abundant range of vegetables in the childminder's allotments. They also grow large stalks of sweet corn in the garden. Once they have harvested their crops they help to cook and eat the vegetables. This means that they develop an exceptional knowledge of healthy eating. They take part in a range of innovative physical play experiences. For example, they take part in charity runs around the moat at the Tower of London.

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