

Inspection report for early years provision

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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.

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 registered in 2004. She lives in Elm Park in the London borough of Havering close to shops, parks, schools and public transport links. The whole ground floor of her house is used for childminding and there is a fully enclosed garden for outside play.

The childminder works with two other childminders. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When she is working with other childminders she may care for a maximum of 11 children, of whom five may be in the early years age group. She is currently minding 16 children in the early years age group, some of whom are in part-time places. She also offers care to older children up to the age of 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She 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 needs are met very well and they make outstanding progress towards the early learning goals. The childminder provides highly impressive play experiences which support children's development in all areas. Her extensive knowledge of safeguarding procedures helps to keep children safe. She has established highly productive partnerships with parents and other professionals to ensure a shared approach to children's care and learning. She has robust and detailed self-evaluation systems which help her to continually improve the 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:

- displaying photographs of children's families, friends, pets or favourite people to help them develop a strong sense of themselves as a member of different communities.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding procedures. She is very knowledgeable about child protection issues and attends regular training to

keep her skills up to date. This helps her to keep children safe. She also makes rigorous risk assessments for the premises and outings to help to protect children from harm.

The childminder provides awe-inspiring resources that help children to learn. The environment is enriching and designed to challenge and interest children. Play resources are easily accessible throughout the playroom and well-resourced garden. A lot of thought has been given to developing stimulating play areas for the children and the environment is extremely child-friendly and welcoming. However, children are not fully supported to develop a sense of themselves as a member of different communities since images of their families and friends are not displayed.

The childminder has an extensive knowledge of each child's background which helps her to make sure that each is fully acknowledged, valued and included in the setting. Children develop high levels of respect for the cultures and beliefs of others. They celebrate Chinese New Year; tasting and eating a range of Chinese food with chopsticks. They learn about the history of the festival through books, discussions and art work.

The childminder has a strong commitment to building partnerships with others which contributes significantly to children's learning, development and welfare. She shares relevant information with schools and professionals to ensure a shared approach to meeting children's care and learning needs. Highly positive relationships with parents are extremely helpful in supporting children to feel safe and secure. The childminder keeps parents very well informed about their child's progress and involves them fully in their learning.

The childminder makes excellent use of self-evaluation and reflective practice to identify ways to improve her provision. She seeks feedback from parents to involve them fully in any decisions about the service that she provides. She works highly effectively with her co-childminders and excellent team work and planning helps to embed ambition and drive improvement. The childminder's excellent capacity for continuous improvement is shown by the way in which she regularly rearranges and decorates the learning environment. This means that children flourish because of the consistently vibrant play space.

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

The childminder is highly skilled in supporting children to learn. Activities are challenging and exciting, which means that children make excellent progress and have fun. The childminder use high quality observations and assessments to plan for their individual learning needs. This helps them to reach their full individual potential.

Children develop excellent skills for the future. They show limitless confidence when using the electronic notepad and use an extensive range of learning

programmes. They are making excellent progress in their social and emotional development. They learn about the wider world through various interesting activities and learn to interact and negotiate as they play. They develop excellent communication and language skills through everyday conversation. For example, they enjoy listening to each other as they play in the sandpit.

Children develop their knowledge and understanding of the world as they learn about growing vegetables. They learn what they look like before they have grown and how to help them grow. They learn about features of the natural world. They show that they are enthusiastic and innovative learners when camping out in the forest. They improve their physical skills by walking through the forest and climbing trees. They use their imaginations to think about how to survive in the natural world and wear clothing that keeps them warm, such as heads bands.

Children show exceptional standards of behaviour. They help each other as they play and older children make time to care for younger ones. They make friends by building nurturing relationships with each other. They show respect, share and take turns. They accept each other's differences by engaging in a positive manner. This is achieved by understanding the setting's rules of behaviour and by the childminder acting as a highly effective role model.

Children show an excellent understanding of how to keep themselves safe. They learn about safety when going out on a fantastic range of trips. For example, they understand how to follow safety rules when using public transport. They learn about healthy lifestyles through exciting and innovative activities. They are involved in growing and cooking nutritious foods. They design and build growing areas in the childminder's allotment and the vegetables they grow are used for cooking meals. This means that they learn how food is grown and the importance of fresh food in a healthy lifestyle. They take part in challenging physical play which helps them to keep fit. They climb trees in the local forest, learning to balance and climb while keeping them 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	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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