

Inspection report for early years provision

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Inspection date	05/12/2011
Inspector	Martha Darkwah
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 2004. She lives with her four children, two of whom are adult and the others are aged 13 and 10 years. The setting is a ground floor flat, in the Bayswater area of west London. There is a safe, enclosed garden for outdoor play. The childminder 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 group. She is currently minding three children in this age group. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association. The family has fish as pets. The childminder has completed a National Vocational Qualification at level 3 in children's care, learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of the Early Years Foundation Stage; therefore the learning and development opportunities are exceptional and support each child's individual development and interests. She is highly effective in all areas of her practice. She comprehensively enjoys what she does and relishes being in the company of the children; her keenness and liveliness are an inspiration and she acts as a positive role model. The strong emphasis on partnership with parents and others means that children's individual needs are met very effectively. However, where children attend more than one setting, partnerships with other practitioners are not fully secure. Highly effective systems for self-evaluation lead to continuous improvement in the childminder's service.

What steps need to be taken to improve provision further?

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

- improving links with other practitioners where children attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and parents.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder updates her knowledge and is very aware of current child protection practices and procedures to follow if she has concerns. The childminder enhances her knowledge and understanding by completing regular safeguarding training. Extensive and well documented records,

policies and procedures that reflect current local guidance to further safeguard children's welfare are shared with parents. The home is very safe and secure; with safety processes, such as the emergency evacuation drill, regularly practised. This helps to ensure safe evacuation of the premises in an emergency. The childminder carries out regular, detailed risk assessments in all areas of the home and garden and for outings.

The childminder is ambitious and eager to improve her professional development, gaining further skills to make improvements to the service she provides. The childminder recognises the importance of continually developing her skills through training courses, reading childcare articles and working closely with other childminder colleagues. She has completed a National Vocational Qualification at level 3, which has enhanced her knowledge and understanding of the Early Years Foundation Stage framework. The childminder has undertaken a robust process of self-evaluation. She has clearly identified the importance of working in partnerships with others to successfully plan for, and meet, the needs of the individual children in her care. She has rigorously sought the views of both parents and children and ensures that she improves all aspects of her practice in relation to any feedback she receives. The childminder is fully committed to making continuous improvement to raise quality and consistently reviews her practices, skills and knowledge. Recommendations from the last inspection have been fully implemented. This commitment to improvement and training greatly benefits the children she cares for.

The childminder is highly effective in promoting equality and diversity in all aspects of the service she provides. The childminder knows the children and their families exceptionally well, some of whom she has cared for since they were babies. She is aware of children's specific needs and works successfully with parents. They provide her with detailed information to enable her to offer consistently high quality care and attention to every child. There is an excellent range of resources, which the childminder uses to plan a very rich learning environment. She successfully organises her environment to allow children to explore freely, thereby assisting them to become independent learners and develop outstanding skills for the future.

Partnership with parents and carers is excellent. Documents show that parents are very happy with the childminding service provided and hold the childminder in high regard. The childminder puts an enormous amount of effort into presenting paperwork and displays it attractively to children and parents. She provides a wealth of information for parents. She keeps in touch by e-mail, text and phone, for example giving parents updates of how their children are settling. The childminder records the children's developmental progress, using photographs and samples of their artwork to support her evidence. Observations of children are thorough and reflect the learning areas of the Early Years Foundation Stage. The childminder's plans ensure all children are included and their needs are very effectively met. This very successful partnership means parents feel included in their child's day and development and encourages them to contribute to the planning of activities for their child. The childminder is pro-active in making links with other professionals involved with the children. She has established links with key workers where children attend more than one setting, but is yet to find out the

areas children are working on to successfully extend this area of learning to ensure continuity.

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

The childminder's knowledge and understanding of the Early Years Foundation Stage is exceptional. She effectively observes the children and is highly skilled in planning for the next stage in their development. She provides a rich and varied range of activities that are tailor-made for each individual child and linked to their interests. A broad selection of photographs enhances discussions with parents and children about the activities they have been involved in. The activities are changed around regularly throughout the day, with children making independent choices as to what they would like to do next. Excellent use of a visual timetable each morning gives children opportunities to discuss and make decisions on what they would like to engage in and the childminder follows this through.

Children's communication, language and literacy skills are actively promoted through the use of a variety of activities. Children enjoy looking at books, listening to stories and the use of flash cards. They particularly enjoy picking cards from the mystery box. They laugh and giggle as they relate their personal experiences as they discuss the pictures on the cards. Wonderful, trusting relationships have been developed, which enable children to maximise their learning potential as they feel safe, secure and confident to investigate and try new things. Children concentrate for long periods of time. They successfully complete the building of complex box towers and take pleasure in telling the childminder when they have done so. They actively participate in a variety of exciting activities. For example, they take part in activities outdoor using a blackboard in the garden to write and draw. They use their imagination, for example, using brushes and water to wipe the board clean. They giggle as they extend this to the tree in the garden.

Children show an extremely strong sense of security and belonging and are exceedingly happy and very well behaved. Their self-esteem is continually developed through the effective use of positive praise, which promotes confidence and reassurance. They are regularly given cuddles and told how fantastic they are when they complete complex puzzles. Children work exceptionally well, independently and together. They show excellent negotiation and cooperation skills, for example, when one child helps another to sort the correct pieces to create a puzzle. Children show an exceptional understanding of the importance of following good personal hygiene routines. Through planned activities, such as reading books, children are learning how to keep themselves clean and healthy. They are extending their vocabulary through the introduction of new words with the use of flash cards, books, songs and stories. During discussions they learn the meaning of the words.

Children show an excellent understanding of healthy eating and make healthy choices at snack time and meal times. For example, for snack they choose grapes satsuma, banana and bread sticks. They take great pleasure in having meat balls

and tomato sauce with pasta for lunch, deciding on which flavour of yoghurt they would like to eat. Children regularly access fresh drinking water throughout the day, which is placed within easy reach. To help encourage physical development an all weather surface has been installed in the garden to encourage outdoor play and the children use the slide, tunnels and trampoline with increasing confidence. Children show a strong sense of security and feel safe within the setting because of the high quality interaction which is evident in everything the childminder does. Children are extremely confident and competent in communicating their thoughts. The children have wonderful opportunities to find out how things work as they use safe table knives to cut fruit to eat and use mobile phones to call their friends.

A celebration of festivals successfully promotes children's appreciation and understanding of the many different cultures within the local community. Toys with buttons, dials and simple mechanisms help young children investigate simple technology. This develops their information and communication technology skills. The childminder effectively promotes children's physical, social and economic development because of her clear understanding of how children's positive learning experiences impact on their future development and their long term attitude to learning.

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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