

Inspection report for early years provision

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Inspection date	30/11/2011
Inspector	Lindsay Farenden
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 2006. She lives with one adult child and one child aged 14 years in Morden in the London Borough of Merton. She lives in a first floor flat. The main areas used for childminding are the lounge and one bedroom. There is a fully enclosed playground in the grounds of the flat suitable for outside play. The premises are in walking distance of local parks, shops, train and bus links.

The childminder is registered to care for a maximum of five children at any one time. There are currently three children on roll in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder regularly takes children to parks and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this very warm and caring childminding setting in which they are provided with many exciting and stimulating activities. As a result they are making excellent progress in their development. The childminder strongly values the uniqueness of children by providing a fully inclusive service where each child is nurtured, respected and included. She greatly values her partnership with parents and there are highly effective systems in place to maintain excellent communication with them. She forms very good links with schools that children attend which helps to ensure excellent continuity in their learning. Children are learning about cultural festivals although this is an area for further development. The childminder is very aware of the strengths and areas for continuous improvement in her provision to enhance 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:

- developing further opportunities for children to gain an awareness of the cultures and beliefs of others, for example by extending the range of planned activities to help them learn about different cultural festivals.

The effectiveness of leadership and management of the early years provision

There is a very strong emphasis on safeguarding children. The childminder makes sure she keeps up-to-date with child protection issues through attending training. She has a comprehensive understanding of her duty to protect children in her care and of the procedures to follow should she have concerns about their safety and welfare. She is extremely vigilant about children's safety at all times and undertakes comprehensive written risk assessments of her home and for each specific outing. Fire safety equipment is in place and the childminder carries out regular fire drills. This helps children clearly get to know how to evacuate the premises in an emergency. Children learn to keep themselves safe as the childminder teaches them about the importance of crossing roads safely and about stranger danger. The childminder very effectively uses detailed records, policies and procedures to safeguard the welfare of children. The childminder has a very professional approach to childminding. She is constantly improving her childminding practice through the use of self-evaluation and by attending regular training to keep up-to-date with current childcare practices.

The childminder makes her home very child-centred and inviting for children by displaying children's artwork and photographs of them doing activities. She provides an excellent range of toys, books and equipment which she regularly rotates to keep children very interested in their play and to build on their natural curiosity as learners. Children enjoy playing with a very good range of resources and books which reflect diversity in everyday play. They use musical instruments from different cultures and routinely play with multicultural dolls and play figures that have wheelchairs. This helps them to learn about diversity. They also learn about different cultures through celebrating festivals, such as Chinese New Year, although this is an area with potential for further development.

Excellent relationships with parents contribute to inclusion and meeting children's needs extremely well. Parents' views about their child's needs and interests are actively sought during the settling-in period and on a regular basis throughout their time at the childminder's. The childminder keeps parents very well informed of their child's care and learning through notice boards, displays, daily discussion and written feedback. The childminder also has weekly meetings with parents, giving them further opportunity to discuss their child's development and care needs. The parents appreciate this very much. The childminder liaises very closely with teachers at the schools some children attend. She uses this information very effectively to provide activities for the children to further enhance their learning. The childminder demonstrates a very positive attitude to caring for children with special educational needs and/or disabilities. She describes working in close partnership with other professionals involved with the child to help them reach their full potential.

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

The childminder devotes her time to the children when they are present and clearly enjoys her role very much. Children are very happy and settled because the childminder creates an extremely calm and caring environment. They feel very safe and secure as she constantly caters for their needs and is extremely attentive. The childminder fully immerses herself in the children's play. She uses lots of discussion and questioning techniques to fully challenge them in their thinking and learning. Children have constant access to an excellent range of books and avidly listen to stories read by the childminder. She further extends their interest in books with visits to the library. Children have great fun learning to sound out letters and words using electronic toys. They very much enjoy singing nursery rhymes with the childminder as they play.

Children use their imaginations very well as they play with dolls house figures, use construction materials and make meals using the large play kitchen unit. On outings their numeracy is very positively encouraged through talking about numbers on doors and counting cars. Regular outings to children's groups helps them to develop their social skills. These experiences further support children's development as activities encompass the six areas of learning. Children express themselves creatively through an extensive range of mediums, such as painting activities, drawing, play dough, using glue to make their own unique pictures and cooking activities. Children take part in activities that help them learn about different cultural festivals although this remains an area for further development. Children have many opportunities to learn about the natural world and wider community. They visit a diverse range of venues including tropical gardens, woods, a butterfly house, the seaside and the aquariums at garden centres. They enjoy planting and growing flowers and herbs.

The childminder makes highly worthwhile observations of children at play. She skilfully evaluates them and uses them to plan each individual child's next steps for learning and development. She keeps high-quality learning journey profiles for each child that include photographs of them enjoying activities and doing their art work. These profiles show that children are making excellent progress towards the early learning goals in relation to their starting points. Children participate in a very wide range of activities and experiences both inside and outside of the home, which promotes their future skills in key areas of development. They behave exceptionally well. Their self confidence is evident as they receive lots of praise, resulting in their enjoyment and keenness to learn.

Children are cared for in a very clean home where they learn the importance of following extremely thorough hygiene procedures. Meals provided by parents are stored and heated appropriately. Children eat healthily as they enjoy a choice of fruits and the childminder talks to them about healthy foods. They have extensive opportunities to develop their physical skills and healthy lifestyles. They develop their balancing and climbing skills through using large play equipment in the nearby children's playground and parks. They also very much enjoy visiting soft

play centres and using wheeled toys at toddler group.

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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