

Inspection report for early years provision

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Inspection date	08/12/2011
Inspector	Angela Ramsey
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 2008. She lives with her husband and three children aged 10, eight and six years in the London Borough of Bromley. The family has two cats. The open plan living/dining room and play room are used for childminding. An enclosed garden is available for outdoor play. The childminder's home is within walking distance of shops, schools, a park, a library and transport links. The childminder is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time. Currently the childminder has 11 children on roll, including four children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this highly inclusive and stimulating setting and, as a result, make rapid progress in their learning and development. Effective partnerships between parents, providers and other agencies ensure children's individual needs are exceptionally well met. Children's welfare is well promoted and most systems are detailed to underpin children safeguarding. Self-evaluation is extremely reflective and the childminder shows excellent capacity so that improvements to her provision are continuous. Targets are clearly identified and prioritised into a highly effective plan. The childminder attends high levels of additional training to further improve her knowledge of childcare practices.

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 risk assessment for the premises and take all reasonable steps to keep hazards to children to a minimum with particular regard to pet food bowls.

The effectiveness of leadership and management of the early years provision

Extensive information is readily available to parents through the childminder's well organised portfolio. Parents are provided with copies of her policies and procedures, which securely underpin her service and practices. Prioritising children's safety is seen as paramount. The childminder has completed much training and, therefore, she has attained a comprehensive knowledge and understanding of safeguarding procedures. For example, she has attended courses

on allergies, anaphylaxis and administering medication using an epipen. Children gain an exceptional understanding of how to keep themselves safe, taking a full part in regular, fire drills that are recorded in detail. Most written, risk assessments for the home, garden and outings are comprehensively conducted to identify potential hazards and minimise any risks. However, the present location of food bowls for the pets is in need of review.

Highly positive and trusting partnerships with parents are established. The childminder keeps parents fully informed of their children's learning and development. She meticulously completes daily, contact books, which highlight aspects of each child's day and give parents a vibrant flavour of their child's activities and outings. Parents' comments reflect how very pleased they are about being kept up to speed on their child's day. They commend the childminder on her 'honesty, professionalism and inclusive practice'. They applaud the ways in which she works with other providers and agencies and ensures that information is passed on to them.

The childminder has a very clear commitment to her professional development, continually updating her skills through training. She actively promotes excellent equality and diversity, working very closely with parents to become familiar with each child's needs. Books reflecting diversity and discussions enable children to explain the significance of valuing and respecting others. Young children play with dolls and small world figures and complete puzzles that depict people with additional needs. The childminder has profound experience of caring for children with such needs. All children are highly integrated and their development in relation to their starting points and capabilities is very good. Consequently, outcomes for children and their experiences are highly positive. Resources are very well deployed and easily accessible so that children choose their play. The indoor and outdoor spaces are outstandingly used to support children's learning and development.

Parents are strongly engaged in their children's development. Systems to observe and assess children's progress fully identify learning priorities to plan highly motivating learning experiences for each child. The childminder values and requests parent's views so they are heavily involved in decision-making about their children's well-being. The childminder has an extremely clear vision for her setting and demonstrates very strong capacity to drive forward improvements and to maintain exceptionally high standards of quality. She is highly committed to working in partnership with others. There are well-established channels of communication with other settings involved with individual children to ensure continuity and coherence in their learning.

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

Children are very happy, entirely secure and fully settled in the childminder's care. She has created an extremely stimulating and vibrant environment, where emphasis is placed on inclusive practice and the uniqueness of each child. Children

thrive and make significant gains in all areas of their development. They show high levels of independence, imagination and curiosity in an excellent balance of adult-led and child-initiated activities. Children choose from the excellent, wide range of high quality equipment, including programmable and interactive toys. They are confident, active participants in their learning, as they make decisions in the well resourced garden and play room.

The childminder has an excellent understanding of how children learn and each child is fully included in activities. She plans a wide range of experiences and learning opportunities, which fully stimulate and challenge children's knowledge and understanding. For example, children are highly creative and imaginative in role play, as builders, racing car drivers and fire officers. The childminder is fully involved in their play and asked about an 'emergency' A child replied, 'A cat is up a tree and he can't get down.' Children's communication, language and literacy skills are very well enhanced. They develop a deep interest in books as the childminder encourages them to point to and name objects in illustrations.

Children have rich and meaningful conversations as they confidently ask the childminder questions and receive clear, understandable answers. Their thinking is further challenged to suggest what happens next and to recall memorable events. Children excitedly investigate toys, pushing buttons and opening flaps to work out that one action affects others. They gain excellent understanding of the world, for example, watching wild parrots in the garden and experiencing the changing seasons. During the spring, the childminder helps children to plant vegetable seeds; they eagerly water and nurture the plants and pick vegetables later in the year. Trips and outings to local childminding groups, parks and the library highly motivate children to establish friendships within a wider circle.

Children's behaviour is exemplary. They are helpful and polite, playing cooperatively together and following simple rules, such as requests to tidy away toys. The childminder has an excellent understanding of behaviour management, including distraction and explanation. Children show an exceptional understanding of the importance of following good personal hygiene routines. They are well informed about healthy living, for example, explaining the importance of hand washing 'to wash away the germs'. They drink water throughout the day and learn a great deal about the origins of food as they grow the vegetables. They make choices about nutritious meals, requesting peppers and cucumber to accompany their sandwiches. Children fully engage in vigorous, outdoor play to ride wheeled toys, climb, swing and exercise on the trampoline. They enjoy frequent outings to interesting places in their community. Children have superb opportunities to learn through their play, so they are fully equipped with fundamental skills to continue their 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	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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