

Inspection report for early years provision

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Inspection date	01/03/2012
Inspector	Jane Nelson
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 2004. She lives with her partner and their three school age children. They live in a house in Feltham, Middlesex in the London Borough of Hounslow, close to shops, parks, schools and public transport links. The living room, playroom and toilet on the ground floor of the childminder's home are used for childminding. There is access to an enclosed garden at the rear, which is used under vigilant supervision. The family has a pet dog, a hamster, seven rabbits, three chickens and keep fish in ponds in the garden.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight, three of whom may be in the early years age range, at any one time. The childminder is currently caring for five children in the early years age range, some of whom attend part time, and two older school age children. The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the childminder's care due to her enthusiasm, affection and detailed knowledge and understanding of supporting individual children's learning and development. As a result, they make excellent progress in their learning and development and are gaining a wide range of skills to use in the future. All aspects of the childminder's practice reflect her commitment to excellence and continual improvement. Self-evaluation is comprehensive and used to great effect to drive change and focus improvement. The childminder builds highly effective relationships with parents, which result in parents being involved in the majority of aspects of their children's learning. Partnerships with other professionals are effective and result in the childminder successfully promoting children's individual learning, development and welfare.

What steps need to be taken to improve provision further?

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

- strengthening and extending systems that involve parents' contributions to their children's observation, assessment and planning.

The effectiveness of leadership and management of the early years provision

The childminder's comprehensive understanding of child protection and safeguarding issues clearly underpins her outstanding practice. She implements highly effective safeguarding procedures and attends dedicated training. The childminder understands her responsibilities and the procedures to follow if an allegation is made against her or concerns arise. Risk assessments and vigilant supervision enable her to monitor safety aspects in the home, garden and on outings. All required records are in place and regularly reviewed. For example, the garden is not currently in use due to slipping hazards on the decking. The childminder supervises children vigilantly when in the garden, and makes excellent use of the family pets of chickens, rabbits and fish as educational experiences for the children. Alternative arrangements for daily outdoor play are made through visits to the adjacent park, children's centre and other places of interest.

The childminder's commitment to excellence and continual improvement reflects in her excellent interaction with the children, her enjoyment and pride in her work and her ongoing commitment to training. She is part of the local childminding network and participates in a Quality Assurance scheme. The childminder has met the standard to offer funded nursery education places for two children in her care during the last year. She creates a highly stimulating environment. The range of activities capture children's interest through combining home based play and making full use of local resources and other childminding colleagues. For example, she makes regular visits to the local children's centre, pre-school groups and to places of interest. The childminder's family home is welcoming. The space is organised well to create a stimulating child orientated space where children can explore, investigate and develop independence. Creative use is made of space to combine play, rest and eating arrangements. The varied range of play experiences and good quality resources the childminder provides support diversity, the wider world and children's individual needs. All the required records and documentation are in place well organised and clearly maintained.

The childminder builds excellent relationships with parents, resulting in them feeling reassured and children being happy and secure in her care. Information is shared very well. The childminder regularly records and monitors children's development through observations, more detailed assessments and use of a development tracker book. While these are shared regularly with parents, there is room to build on systems that involve parents' contributions to their children's observation, assessment and planning. Parents views are sought through questionnaires. Their responses praise the childminder highly. Parents comment that children receive good individual attention and make choices in their learning and discovery. They refer to her setting as ideal and stimulating for their children, that it is inviting and their children are very comfortable and enjoy their time with her.

The childminder builds professional relationships and establishes effective working relationships with other professionals involved in children's care. This results in individual children's learning, development and welfare being successfully

promoted and highly effective information sharing.

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

Children show a strong sense of security and belonging in the childminder's home and thoroughly enjoy being in her care. They make excellent progress in their learning and development and acquire a varied range of skills they will use in the future. Children share affectionate and encouraging interaction with the childminder, who is consistently involved in their play. They use a familiar pet name for the childminder and regularly ask questions, show her things, and ask for help when needed. A range of labelled photographs of all children and the childminder's family are displayed that provide topics for discussion and remind children of their friends.

Children's behaviour is exemplary because they are busy, excited and interested in what they are doing within a familiar routine. They are learning to share and take turns as they use their small physical skills and coordination. Children show pride in their achievement as they successfully transfer pasta from one container to another. They have great fun working together in a game of hide and seek, which the childminder helps them to organise. Excited voices lower to a whisper as they try not to let their friends know that they are hiding behind the chair. Excitement and laughter erupt when their friends appear from behind the chair with a roar. Children work together during a modelling dough activity, which the childminder skilfully links to a previous game they have been playing with a crocodile. They respond to the childminder's suggestions, sorting pasta pieces into shells and quills and embedding these in the long sausage shape they have made as the crocodile's body. They use numbers and calculations in their play, adding legs to the model, counting to four, then add more and talk about there being lots of legs now. Children listen avidly to the childminder as they sit on her lap and she reads a familiar story using story props for illustration.

Children learn about health and hygiene through participating in the excellent daily routine. Children help to clean the table, making sure all the modelling dough is cleared away. They work together lifting an end of the table each to move it nearer the settee at mealtimes so they can sit comfortably to eat. They show care as they play, move safely and use equipment carefully when tidying toys and equipment away. Toys such as fire engines and ambulances are used effectively by the childminder to initiate discussion and conversations about safety and health. Children have many varied opportunities for physical play and exercise through daily outdoor play, visits to parks and many places of interest. Children are developing an awareness of the natural world around them as they learn about the chickens in the garden, see the eggs they lay and watch the fish swimming in the ponds.

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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