

Inspection report for early years provision

Unique reference number	105795
Inspection date	20/04/2012
Inspector	Arda Halls
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 1995. She lives with her husband in North Kensington in the Royal Borough of Kensington and Chelsea. The whole of the ground floor flat is used for childminding. There is an enclosed garden for outdoor play and children are regularly taken to the local parks and for walks along the canal. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time, three of whom may be in the early years age group. There are three children in the early years age group on roll at the time of inspection. The childminder is willing to walk to local schools to take or collect children. The childminder attends local drop-in groups and children's centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is extremely well promoted and children make excellent progress in their learning and development. This is the consequence of the childminder's extensive knowledge of the children in her care and the innovative activities and resources that are provided. The implementation of highly effective systems mean that parents and carers are fully involved in their child's continuous learning and development. Strong systems are in place to share information with others. The childminder is highly motivated and has high aspirations for the service she provides. Outcomes for children are exceptional and the childminder demonstrates a strong capacity for further improvement.

What steps need to be taken to improve provision further?

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

- extending records of evacuation to include problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has comprehensive policies and procedures in place which are used to ensure children's welfare is extremely well promoted. The childminder supervises children exceptionally well so they are protected from harm. She practises evacuation of the home so that children know what to do in an

emergency. She records the drills in a fire log book; although, she does not record if there were any problems encountered and how they were resolved. The childminder instils in children a sense of keeping themselves safe; for example, when they go on outings they know what to do when crossing the roads. Children are never left alone with anyone that is not deemed suitable. The childminder has a secure knowledge of safeguarding children issues. She knows what to do if she has a concern about children in her care.

The childminder provides an excellent selection of high quality toys and resources and ensures they are at an accessible level to promote children's independence. The home is extremely well organised with the child's needs as top priority. Resources are creative and attractively presented, such as the home-made monitor to accompany the keyboard for children's imaginative office play. Children's development is outstanding in relation to their starting points as the childminder ensures that all children are fully involved and engaged in unlimited free play. She consistently considers each child, their background and their individual needs. She promotes equality and diversity through celebrations of festivals, such as Christmas, Chinese New Year, Divali, Eid and St. George's Day. Visual images and books reflect positive images of the wider world which is incorporated into the children's play. As a result, children learn to respect one another within the society.

The childminder demonstrates exceptional dedication to the childminding service she provides. She continuously seeks out ways to improve her service, such as taking additional training and finding out how to extend children's learning. For example, she makes a CD of the children singing and plays it to them so they can all sing along. She seeks the views of parents on a regular basis which helps her to reflect on her service. Parents write letters and cards praising the childminder and thanking her for the nurturing care and attention she gives to their children. The childminder constantly speaks to the children and takes their views into consideration. She is exceedingly aware of their interests and incorporates them into her planning accordingly. The childminder consults with her childminder colleagues frequently and is highly motivated to attend local authority training courses as they become available. This means the childminder is highly effective in her work and outcomes for children are exceptional. The childminder's capacity for further improvement is infinite.

There are extremely effective relationships between parents, carers and the childminder. The childminder talks to parents daily and ensures that they receive regular feedback about their children's development. Children's progress and learning journeys are in progress and photographs of the children complement the learning journeys effectively. Parents readily share information about their children's interests and achievements at home which helps to ensure continuity of care for the children. The childminder ensures that parents receive written information about their children's individual needs, including any special educational needs or cultural and linguistic requirements. The childminder develops strong links with others, for example at the local children's centres and drop-in groups. She actively participates in the organisation of the childminder groups which helps to form a strong partnership with key persons for the children in her care. These strong partnerships contribute successfully to children receiving consistent care and continuity in their learning and development.

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

Children are provided with an extremely good balance of adult and child-led activities both indoors and outdoors. Their progress in relation to their starting points is exceptional. Routines and exceptionally well planned outings meet the needs of all children. They have an extensive variety of experiences with other children in settings where there is an abundance of resources and equipment. The childminder communicates with the children effectively to support their understanding of each day. They know what to expect and they play a full and active part in their learning. They thoroughly enjoy creative and manipulative play in the settings as well as singing and forming their own band.

Children are developing an excellent understanding of print carrying meaning. They learn to write their names and they understand that labels identify equipment and resources, both in the home and in the groups they attend. Children feel valued as they help to set out and clear up activities. They sing along to the tidy up song enthusiastically. The childminder provides a rich vocabulary for the children that promotes their communication, language and literacy. She talks about what they are doing and what is coming next. Children regularly enjoy visits to the library; they make decisions about books, often locating their own and the childminders at any time of the day. They are becoming avid 'listeners' as they listen to many stories. Books are available on many topics and in dual languages which helps children recognise and become familiar with different scripts used in the wider world. Children have unlimited opportunities to learn about nature as they grow their own vegetables in the childminding allotment. Their learning is extended as they understand what plants need in order to grow and when the time is right for harvesting. Children delight in picking and preparing their own produce which encourages them to lead a healthy lifestyle. Children know that their hands are to be washed when coming in from playing or gardening and to be wiped before eating a snack. They know it is important to wash their hands after using the toilet. The childminder makes every routine playful and fun as she finds songs to sing along to as they wash up after their meals.

Children have infinite opportunities to learn about numbers as they hear mathematical language and use problem solving throughout the day. For example, they learn about quantity as they engage in baking soda bread or making play dough. They understand when their cups are full or half full and they know about sharing a piece of fruit and how it is divided equally. As a result, children's skills for the future are extremely well supported.

Children play contentedly, demonstrating a strong sense of security in the childminder's care. They know their roles and they understand that some tasks are for the childminder. For example, they know not to open the door and not to go to strangers when out in the park. They understand how to find a person in uniform if they should become lost when on an outing. Their knowledge of safety issues in

relation to their ages and understanding is exceptional. For example, they know how to safely evacuate the home in the case of an emergency.

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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