

Inspection report for early years provision

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Inspection date	16/11/2011
Inspector	Susan McCourt
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 December 2000. She lives with her husband and three school-aged children in a house in Kingston, Surrey. The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The house is situated close to parks, schools and public transport links. All the rooms in the house are available for childminding purposes. The rear garden provides outdoor play space.

The childminder is registered to care for a maximum of five children at any one time and she is currently minding three children on a part-time basis. The childminder has a National Vocational Qualification at level three in Childcare and Education and a level three in a quality assurance scheme for registered childminders.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder gives outstanding care to children. She has established a genuine partnership with parents and community settings to meet children's individual needs. She has an excellent understanding of how children learn and has created a learning environment to maximise their progress through the Early Learning Foundation Stage. The childminder uses her rich experience and knowledge to reflect on her practice and her self evaluation takes general account of the views of parents and children. Her capacity for continuous improvement is outstanding.

What steps need to be taken to improve provision further?

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

- enhancing the self-evaluation by gathering the views of parents on a regular basis.

The effectiveness of leadership and management of the early years provision

The childminder's safeguarding is exemplary. All adults in the house are checked for their suitability and the childminder has an excellent awareness of her role and responsibility. A thorough risk assessment is highly effective at promoting children's safety whether in the home or on the numerous outings they go on. The childminder has all children's emergency contact details at her fingertips wherever she goes which underpins children's safety in any emergency situation. All documentation to support children's well-being is efficiently organised. The

childminder reviews her practice formally by revisiting guidance and the requirements as part of an annual review. She also uses the self evaluation process to reflect on the impact her work has on the children. She gathers the views of parents and children in a variety of informal ways but this is not systematic, which reduces parents' ability to be more closely involved with the evaluation process. The childminder sets high standards for herself and works tirelessly to do everything possible to foster children's learning and development. Parents are highly appreciative of the childminder's work and the contribution she makes to children's progress. The childminder has created communication diaries and learning journey books to be user-friendly for parents, children and other day care settings, so that all parties are focusing on children's achievements and progress. The childminder initiates activities with the children's centre and schools to share her creative ideas and provide authentic celebrations of festivals from her home culture. The childminder has organised her home to provide a stimulating and enticing learning environment both indoors and out. Play materials and equipment are stored at child height so they can be independent, active learners. The childminder is always with the children, enriching their experience with songs and conversation to bring out the learning opportunities in any situation. For example, when children are unsure if they have cucumber or courgette in their lunch, she shows them the play versions to show the differences between them. The resources reflect the diversity of the local community and include a high proportion of authentic items such as musical instruments and fabrics from around the world. The childminder has an excellent awareness of different religions and cultures and frequently brings them into her activities. For example, children can see how different cultures mark the time of year with Diwali lights, German lanterns and English bonfires, demonstrating the similarities as well as celebrating the differences. The childminder knows the children's backgrounds very well and works effectively to close any achievement gaps.

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

Children thrive as they are very much in a home from home. The communication diary is very detailed so the childminder can adapt her routine daily to meet the needs of children. The childminder's home is exceptionally welcoming and she provides a rich variety of imaginative play ideas. For example, children make clay beads which they then paint and thread to create high quality crafts. The childminder has an excellent understanding of the Foundation Stage and closely observes children's achievements to establish their next steps. She then brings out the learning opportunities in child-led and adult-led activities to maximise learning as they play. The learning journey books are simply and skilfully constructed and open to anyone who cares for the child. In this way, parents, other day care settings and extended family can easily see how the child is progressing and provide complementary experiences to give consistent and holistic care. Children are extremely safe and settled and benefit from the childminder's warmth and affection. They have their own hand-towels and personal chair-sacks which contain their own possessions, so they develop a strong sense of belonging. Children learn to use a variety of tools such as dough scissors and cutlery to safely

play and prepare their own snacks. Children enjoy a very healthy diet and enthusiastically count their five-a-day fruit and vegetables on the childminder's chart. Children really enjoy the innovative opportunities for physical play, using an indoor rope ladder to swing and climb, as well as the more conventional apparatus such as trampolines and skates. They use good hygiene practices as a matter of course by following the excellent example of the childminder, which reduces the potential for cross-infection.

Children make excellent progress from their starting points. The childminder enriches activities to make them as interactive as possible. For example, children gather small items beginning with certain letters of the alphabet to put in a decorated and labelled container. They then later use these pots to explore the items inside, so the 'N' pot may contain a notebook, a nose and a picture of a nectarine. Children count spontaneously as they play, and also relish counting songs. They enjoy interesting craft activities such as sticking autumn leaves onto large pictures along with photographs of the outing on which they collected the leaves. Children use a variety of technological toys every day including push-button toys, cameras and the computer. Children's behaviour is exemplary and they have mature skills in sharing and cooperative play. The childminder has created a rainbow chart so that all positive behaviour can be rewarded and contribute to a group achievement. This helps to develop a sense of community and shared ideals. The childminder's inclusive and welcoming practice gives children excellent skills for the future.

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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