

Inspection report for early years provision

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Inspection date	19/05/2011
Inspector	Kim Mundy
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1994. She lives with her husband and three adult children in North Harrow in the London Borough of Harrow. The childminder works with her sister who is also a registered childminder. She uses the ground floor of her home for childminding purposes and there is a secure garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children in the early years age range at any one time. When working with another childminder, together they may care for seven children in the early years age range and of these, not more than two may be under one year at any one time. They are currently minding nine children in this age range on different days.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This childminder provides an exceptional level of commitment to all aspects of her childminding Service. Consequently, children make excellent progress in their learning and development. Highly effective systems for self-evaluation lead to continuous improvement in the childminder's service, for example, the childminder is keen to further develop the planning for children's learning experiences. Exemplary partnerships with parents and others fully support the childminder in meeting the children's individual needs.

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 the planning for children's next steps for learning.

The effectiveness of leadership and management of the early years provision

The children are having a fabulous time due to the excellent organisational skills of the childminder who ensures high standards are maintained throughout her childminding service. She is vigilant in ensuring the safeguarding of children and recognises the need to inform and work with relevant agencies. Extremely comprehensive risk assessments are carried out to promote children's safety on the premises and outings. The childminder has an excellent range of policies and procedures to support her high quality childcare practices, which she continues to

review.

The childminder has developed her own highly effective ways of monitoring her service to maintain continuous improvement. For example, the childminder is keen to extend planning for children's learning experiences even further. She is constantly looking to develop her skills through attending training courses. In addition, she uses the internet and obtains specific childminding magazines to keep abreast of childcare issues.

The provision for promoting inclusive practice is outstanding. The childminder attends various training in relation to caring for children with special educational needs and inclusion. Children with English as an additional language achieve equally well, because the childminder finds out key words in their first language to help her meet their care and learning needs. Boys and girls achieve well because their individual interests are taken in to account and provided for by the childminder, for example, Bob the Builder and puzzles and construction toys. High quality toys and resources are well laid out with space for children to explore and investigate.

Partnerships with parents and others are excellent. Children's individual development files are beautifully presented for parents to view when they wish, so they are fully aware of all aspects about their children's developmental progress. Parents share information about their child's developmental starting points and the childminder makes her own observations, which gives a very clear picture of how to help the children to make further progress. Parents' comments include, 'the childminder is full of energy and great ideas and obviously loves the children'. The childminder builds very good bridges with children's pre-schools and schools to provide continuity of care and learning. Current successes, excellent organisational skills and forward planning, confirm this childminder's outstanding capacity to improve.

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

Children are learning to lead very healthy life styles. They enjoy fresh air and exercise, and are increasing their physical skills as they play on apparatus in the garden. The childminder has an excellent understanding of food and nutrition through attending food and hygiene training and children's individual dietary requirements are followed. Very good hygiene practices are promoted, for instance, children wash their hands and recognise their photo and name on their individual towels. The childminder holds a valid first aid certificate to care for children in the event of an accident.

Children are learning to keep themselves safe as they practice the fire drill, talk about road safety and are taught to use tools, such as scissors safely. The childminder arranges visits to her home, for example, from the local Community Police Officer who took the children's finger prints. The celebration of festivals, such as Diwali and Christmas successfully promotes children's appreciation and

understanding of the many different beliefs within society.

The very affectionate care given by the childminder enables children to develop a strong sense of belonging and trust. Their growing confidence is supported because the childminder praises them when they achieve the challenges they set themselves as well as when they share resources or play well together. They are very well-behaved and clearly know what is expected of them.

The childminder is very motivated and enthusiastic; children are at the heart of her childminding service. The childminder has extensive knowledge of the Early Years Foundation Stage. Children are having a fabulous time and they are very excited by the excellent range of activities on offer, which supports all areas of learning exceptionally well. The childminder enables children to learn through investigation, play, discussion and first-hand sensory experiences. For example, on an outing to the farm, children thoroughly enjoyed bottle-feeding the lambs. They are finding out about living things as they grow potatoes and sunflowers. Children observe changes as chocolate melts during a cooking activity and jelly sets.

Children show a keen interest in developing their early writing skills as they chalk, draw and make finger patterns in sand. They spend time developing their problem-solving skills as they fit puzzles together and construct with bricks. Children are learning about those less fortunate than themselves as they participate in national charity events. Furthermore, their learning experiences are enhanced through visits to local temple and children's centres. Due to the childminder's professionalism and on going commitment, the children are introduced to very exciting learning experiences, which prepare them extremely well for their future education.

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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