

Inspection report for early years provision

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Inspection date	26/01/2012
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 was registered in 1992. She lives with her adult daughter, in a house in Twickenham, Middlesex, in the London Borough of Richmond upon Thames close to shops, parks, schools and public transport links. The ground floor of the property and a purpose-built playroom at the end of the garden is used for childminding. Toilet facilities are located on the ground floor. There is access to an enclosed garden at the rear.

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 five children aged under eight years, three of whom may be in the early years age range at any one time. The childminder is currently caring for three children in the early years age range and two school age children. The childminder is a member of the Richmond Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's enthusiasm, dedication and commitment to the children in her care is embedded in all aspects of her practice. This results in all children thriving, and being supported in gaining confidence and developing to the best of their individual abilities. Overall, all aspects of children's learning and development are well planned for and encouraged very well. The childminder's very clear vision for her setting and highly effective use of self-evaluation and training, successfully bring about sustained high levels of improvement. The childminder has highly effective partnerships with the parents, which meet their children's individual needs extremely well.

What steps need to be taken to improve provision further?

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

- develop the range of materials to help young children to find comfortable ways of grasping, holding and using things they wish to use, such as stubby crayons and chunky paintbrushes.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of child protection issues and her responsibilities. She is very confident in implementing the procedures to follow if safeguarding concerns arise or an allegation is made relating to her. The childminder has recently attended training to refresh and update her knowledge in this area. She has reviewed her written safeguarding policy to help ensure children's welfare and safety. The childminder supervises children vigilantly. She uses risk assessments highly effectively to monitor their safety in the home and on outings.

The childminder's experience, dedication, enthusiasm and thorough enjoyment of her work is reflected in the high level of continual improvement that she maintains. She has an ambitious vision for her own development. For example, she frequently attends training to update and refresh her childcare knowledge. She is always looking for new ideas for activities and things to do with the children, such as, decorating chopsticks for Chinese New Year celebrations. She has recently made improvements to her premises through the addition of a self-contained, fully equipped playroom at the end of the garden.

The childminder makes excellent use of resources to support her development. She belongs to the local Childminding Network and implements suggestions made from support visits. She provides an excellent range of high quality play materials and equipment, many of which have recently been updated and replaced. Overall, she uses these exceptionally well to capture children's interest and promote their learning and development. The childminder makes excellent use of opportunities, such as, applying for funding from the local authority, to make improvements.

Partnerships with parents are highly effective, resulting in parents feeling reassured and children receiving continuity of home routines. The childminder shares information with parents daily. She keeps records relating to children's development, and uses these to focus her planning. Parents give very positive feedback when their children leave and the views of current parents are sought through questionnaires. They comment in particular on the range of activities children enjoy and how well the childminder knows children and considers their individual personalities. The childminder works well with schools, sharing relevant information to make children's transition smooth. None of the children currently attend other early years settings but the childminder has good systems in place to support a shared approach to children's care and learning.

Diversity, equality and knowledge of the wider world are embedded in the childminder's ethos and practice. The range of high quality resources and play materials that children use daily reflect positive images of diversity and differences. The childminder's own culture is reflected in her home which helps children learn about different backgrounds. The childminder uses meaningful ways of supporting children with English as an additional language. For example, by asking parents to provide a book and CD of favourite songs in children's home language. This involves parents in their child's learning and enhances the links between children's

homes and the childminder.

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

Children thrive in the childminder's care due to her excellent knowledge of their individual needs and the homely, welcoming environment she creates. The childminder places a very high emphasis on building children's confidence and encouraging them to develop independence. This results in young children showing a very strong sense of security and feeling safe with the childminder. They are happy, vocalise continually, smile, laugh and cuddle into the childminder. Children behave extremely well as they are highly engaged and interested in their play and the environment. They are developing an awareness of their own and each other's safety. For example, they hold the childminder's hand, walk carefully with her down the steps into the garden and pick up toys from the floor.

Children develop an excellent range of skills they will use in later life as they socialise, play and investigate. They see and use a range of very high quality play materials that reflect the wider world and their everyday experiences. For example, play materials reflect equipment they see in their homes. They play with a wooden play kitchen unit with kitchen utensils, a laundry basket, cereal boxes, food packets, and play food. Young children spend time in the playroom, investigating the play kitchen cupboards and sorting the play food they find. They concentrate and persist at this activity, repeating it several times. They thoroughly enjoy sorting and naming their favourite fruit and vegetables, such as, carrots and bananas. They help themselves to a brush and paint at the easel, making marks on paper. Young children handle the thin brushes with some confidence using small physical movements. However, there are limited art materials specifically for younger children, such as thick paintbrushes, to make it easy for them to express themselves.

Children problem solve with a developing confidence as they take the pieces of an interconnecting wooden clock apart. They try to put it back together, saying 'tick tock' as they do so. Each time they come back to this activity they increase their confidence as they practise fitting the pieces together and move the hands of the clock. The childminder talks about what they are doing and repeats what they are saying. This means children's language development is encouraged extremely well. Children relish a cosy story time session. They sit snuggled into the childminder's arms, listening avidly, as she expressively uses different voices for different characters. They fall asleep in the childminder's arms and are settled safely and comfortably in a cosy bed on the floor in the living room.

Children develop an excellent awareness of their environment and changing seasons through the pattern of growth. Each day they see shoots and bulbs appearing in the garden. They help look after the growing vegetables and enjoy eating the produce. Young children are developing their awareness of excellent hygiene routines and practices that encourage independence. For example, the childminder helps them to wash their hands at the sink before eating and talks

about their hands being clean. Parents currently provide children's food and they enjoy their healthy snack of fresh fruit sitting safely and comfortably at the table.

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	2
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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