

Inspection report for early years provision

Unique reference number	EY260423
Inspection date	20/01/2011
Inspector	Jane Chappell
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 was registered in 2003. She lives with her husband, who is her assistant and children aged 13 and nine years old. The family live in a four bedroom house in a residential area of Coulsdon in the London borough of Croydon. The downstairs of the home is mainly used for childminding and one bedroom is used for children who require a sleep. There is a fully enclosed garden for outside play. The family have a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years old, three of whom can be in the early years age group. There are currently seven children under eight years old on roll, four of whom are in the early years age range all of whom attend for a variety of days.

The childminder is a member of the National Childminding Association and the Croydon Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a highly effective learning environment for children. They have a wonderful time and thrive in her exemplary care. Consequently, overall children make excellent progress in all areas of their development. Partnerships with parents, carers and others are excellent and make a significant contribution towards meeting children's individual needs. The childminder continually evaluates all aspects of her practice, ensuring that any possible steps are taken to improve and ensure that she is fully responsive to the needs of the children she cares for and their families.

What steps need to be taken to improve provision further?

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

- extend children's access to a broad range of Information and Communication Technology resources

The effectiveness of leadership and management of the early years provision

The childminder consistently implements excellent policies and procedures ensuring that children are effectively safeguarded. She completes relevant training

and ensures she is continually up to date with the latest guidance so that she can confidently take appropriate action if she has concerns about a child.

The childminder shows a strong desire to develop further her own professional development and keeps her knowledge updated by attending appropriate courses. She recognises that self-evaluation is the key to continuous improvement and implements effective systems to monitor her setting. This includes obtaining the views of the parents by requesting that they complete questionnaires about the service she provides. Children's learning is significantly enhanced by the overall excellent use of resources at the setting, and they benefit from a rich and stimulating learning environment where they readily access a wide variety of age-appropriate materials.

Relationships with parents are excellent with a continual free flow of information which contributes significantly to children's progress and well-being at the setting. Parents actively contribute to assessments of their child's progress, for instance they regularly comment on the childminder's observations and work collaboratively with her in reviewing their child's next steps. Parent's comments show they are extremely happy with the service provided. Partnerships with other providers, where children attend more than one setting, are exceptional well established and ensure children benefit from continuity in care and learning. The childminder has a thorough understanding of each child's background and needs and adapts the care she provides accordingly so that equality and diversity is successfully promoted.

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

Children flourish and grow in confidence in the childminder's excellent care. Their sense of belonging is evident as they independently select their chosen toys and resources and move confidently around the space used for childminding. They learn to keep themselves safe as they use a range of tools and equipment, or learn about road safety as they go to and from the school run. Very clear fire safety precautions are in place and children learn about evacuation procedures through discussion and practices so they can act quickly in an emergency.

Children's independence in their personal hygiene routines is supported through excellent hygiene routines, such as they know after washing their hands to use their own hand towel as they are aware not to use each others. Children eagerly enjoy healthy snacks as they happily cut up their banana at snack time as the childminder sits with them chatting to them, ensuring a social time for all. They play outside every day as part of a healthy lifestyle, enjoying climbing on apparatus or running freely around the open spaces and they benefit from physical activity indoors as well.

Children take part in a wide variety of well thought out age and stage appropriate activities and experiences that support their learning and development both at the

childminders home and at the range of play centres they attend regularly. They become absorbed in their activities, really enjoying the sound their instruments make. The childminder is very sensitive to their needs and gently reminds them to share the instruments and turn take. This contributes to a busy but calm setting where behaviour is excellent.

The childminder makes detailed observations of children's achievements which are used to plan future learning experiences and ensure activities consistently build on children's existing knowledge and skills. Children are very keen to communicate as the childminder converses with them happily at the appropriate level throughout the day. They eagerly pick up the phones and enthusiastically pretend to talk to Mummy, as the childminder skilfully extends their conversation. Children are highly curious, motivated and involved in their play. They delight in the wonderful art and craft activities and are eager to engage wholly in the singing and dancing with the musical instruments. Great delight is to be had when they open the box with their family photos in as they discuss who they can see and what was happening in the picture.

The childminder takes opportunities to engage children in conversation about their chosen activity, for example, as they play in the home corner, discussing what they might make. They find out about the uses of every day technology, such as when they switch the button on to make the music start and the childminder is in the process of extending their access to information and communication technology resources to further enhance their skills for the future. They are encouraged to enjoy books and feel secure as they snuggle in with the childminder as she reads to them as they laugh with excitement as they manage to press the animal to make a noise in the book.

There are many opportunities for children to explore mark-making and to express their own ideas using creative materials. The childminder skilfully interacts and uses excellent methods, including frequent use of open questions, that effectively challenge children to think for example when they investigated what happened to the snow and ice they brought inside. Children's understanding of diversity, similarities and differences are promoted by activities such as the celebration of festivals, such as Chinese New Year, and as they positively discuss differences and celebrate a range of festivals. Children thoroughly enjoy their time spent at the childminders; they are very well occupied and stimulated throughout the day

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met