

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Deborah Jane Orchard
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2004. She lives with her husband and three children aged 10, 11 and 13 years in East Sheen in the London borough of Richmond. She works with her husband who is registered as her assistant. The whole of the house is used for childminding, the upstairs area is mainly used for sleeping purposes. There is an enclosed garden available for outside play. The family has a pet dog and four guinea pigs. The childminder walks to local schools to take and collect children. She attends the local groups and places of interest. The childminder is an accredited member of the Local Childminding Network. The childminder is registered to receive early education funding for children aged three and four.

The childminder is registered to care for a maximum of four children at any one time; of these three may be in the early years age range. When working with an assistant she may care for a maximum of eight children of these six may be within the early age group. She is currently minding nine children in the early years age range and one child after school. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the provision is outstanding. The childminder works extremely effectively with her husband, who is a registered assistant. She knows the children very well and carefully plans for their individual needs. Together they provide a wealth of activities which promote all areas of children's learning and development exceedingly well. Highly effective self-evaluation is being used to regularly review practice. This helps ensure she continues to offer high quality care and supports her in driving 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:

- ensure children's full names are always being recorded on the records of attendance

The effectiveness of leadership and management of the early years provision

Children are being safeguarded due to the excellent systems the childminder has in place to protect them. Robust procedures regarding child protection are in place

.The childminder understands her role and responsibilities in this area. She has attended suitable training and has a detailed safeguarding policy. Relevant government documentation is also readily available, if she needs to refer to this. Regular written risk assessments are carried out on all areas of the home and for any outings under taken. This enables her to quickly identify and reduce any potential hazards and keep children in her care safe. A wide range of comprehensive policies and procedures are in place and regularly reviewed. These enable her to run a very effective service. All the required documentation is in place..Although, children's surnames are not always recorded, on the attendance register.

The childminder is fully committed to making continuous improvements .She completes a comprehensive written self-evaluation, which she uses to support her in identifying her key strengths and drive even further improvements. She is very professional and enthusiastic about her work. She enhances her knowledge through regular attendance on relevant training courses .She is an accredited member of the local Childminders Network. The childminder and her assistant both have an up-to-date first aid certificate. The children and parents views are highly valued and used to help shape the service she offers.

The childminder provides a very inclusive environment, where all children are treated with a great deal of respect. She listens to what they are saying and respects their choices. For example, when they choose to play outdoors or stay inside to complete a chosen activity. Children have excellent opportunities to learn about diversity and to respect one and other. They play with a wide range of high quality resources, which positively reflect the wider community and help develop their understanding of others. Suitable furniture is readily available to meet the needs of children attending. The rooms are set out very attractively with cosy relaxing areas, clearly labelled accessible toys and free flow from inside to outdoors.

Children greatly benefit from the excellent relationships the childminder shares with parents. Daily verbal communication and detailed daily diaries ensure all of the children's needs are communicated and fully addressed. The childminder constantly seeks and values parent's views, through feedback forms and discussions. Lots of information is on display and readily available for parents. They are always welcome in the setting and are able to participate in celebrations and outings if they wish. Written feedback from parents demonstrates they are delighted with the care their children receive.Strong links are established with other settings.For example, local schools where children attend. This ensures children's welfare needs are met. The childminder contacts other settings when children transfer or have shared care.This supports children in having smooth transitions to a new environment.

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

Children are having a wonderful time in this stimulating and caring environment. The childminder and her assistant show a genuine interest in each child and continually praise and encourage them. They work very hard to provide an inclusive, nurturing and homely environment. This results in children being confident and having high levels of self-esteem. Children show a real sense of belonging in the home. They are able to recognise where to hang their coats as they can clearly see their pictures and names on their individual pegs. They move around with confidence making lots of independent choices in their play. Children's behaviour is excellent, they know what is expected of them. They learn to share and the childminder explains routines and boundaries to them. Children are responsible and helpful, tidying up and being helpers throughout the day.

The childminder has extensive knowledge and understanding of the Early Years Foundation Stage. This enables her to plan appropriately for each child. She ensures she gathers information about children when they start and carries out sensitive observations. She uses this information to plan the next steps for each child. All the information gathered is beautifully presented with photos and examples of children's work and shared regularly with parents. In addition, she provides detailed progress reports for every child.

Children are fully engaging in the activities. They squeal with excitement as they help fill the large container with compost and vehicles and play happily together. They are developing their skills for the future as they learn about technology. For example, they push the buttons on the toy till and use calculators in their flower shop. The caring childminder and assistant offer children regular support and reassurance, whilst encouraging them to try things for themselves. For example, as children persevere with fitting pieces of jigsaw and working out where these go, they sit with children offering praise and encouragement. Children have a wealth of opportunities to be creative. They choose to paint pictures and use their own ideas. Such as, painting their hands to make prints. The childminder extends their learning by discussing the colour of the paints and talking about what happens when they mix different colours together.

Children are confident speakers as language development is being encouraged very well. The childminder uses open questioning and spends time talking to the children about the activities they participate in. They thoroughly enjoy looking at books with the childminder, enthusiastically naming the animals and colours they see and are able to predict what may happen next. They have lots of opportunities to develop their pre-writing skills as they use a variety of pencils, brushes and pens to make their mark. They make their own touchy feely books to acknowledge world book day and enjoy looking at these in the cosy book area. Children play imaginatively, caring for the dolls as they wrap these up and put them to bed. Babies have a lovely time freely exploring the age appropriate resources. They grasp objects which interest them and explore the texture of these. They develop their large muscle movements by crawling and pulling themselves up to standing.

Children learn to care for living things; they carefully hold the guinea pigs and feed them healthy snacks.

Children have many opportunities to learn about keeping safe. They are learning how to play safely together and participate in fire drills so they are clear what to do in an emergency. They are able to feel very safe as they receive cuddles when they bump themselves and share highly secure relationships with the childminder. Children are learning about being healthy, they regularly play outside enjoying fresh air and exercise. They prepare their own fruit, which they sit and enjoy together in suitable chairs at the table. Healthy foods are being provided, which meet their individual dietary needs. They are able to access their own drinking cups when they are thirsty. Children regularly wash their hands after messy play, touching animals and before eating. The childminder talks to children about food which is good for them enabling them to be able to make healthy choices.

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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