

Inspection report for early years provision

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Inspection date	25/03/2010
Inspector	Anahita Aderianwalla
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 2005. He lives with his wife, who is a registered childminder and their three children aged nine years, 13 years and 17-year-old son, who is an assistant on adhoc basis, in South Oxhey, Watford, Hertfordshire. They live in a semi-detached house. The whole of the ground floor of the childminder's home is used for childminding. The bedrooms upstairs are used for sleeping. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He is registered to care for a maximum of no more than six children under eight years; of these, not more than three may be in the early years group, and of these, not more than one may be under one year at any one time. He currently works with a co-childminder. When working with another childminder they may care for a total of no more than nine children under eight years; of these, not more than six may be in the early years age group. Currently there are 8 children on roll, who are in the early years age group, on a part-time basis. The childminder takes and collects children from the local school. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an extremely warm and caring environment for children. Children make excellent progress in their learning and development through the childminder's in-depth knowledge and understanding of them. This creates an exceptionally inclusive environment where children's individual needs are met in full. As well as this, a high priority is attached to children's welfare. Partnerships with parents and other early years provision is highly effective, as is the process for self-evaluation. Consequently, the scope for continuous improvement is excellent.

What steps need to be taken to improve provision further?

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

- continue to develop the process for self-evaluation to identify strengths and weaknesses.

The effectiveness of leadership and management of the early years provision

The childminder is highly professional. A high priority is given to safeguarding. The childminder's clear understanding of child protection issues helps to protect children from unsuitable people and dangerous situations. He carries out thorough risk assessments to prevent accidents and teaches children how to stay safe. For

example, they practise road safety, take part in fire drills and discuss what to do in the event of an emergency and children are debriefed after the drill to ensure they understand why they are doing them. Children's welfare is safeguarded extremely well, as the childminder and other household members have had suitable checks completed. The children's knowledge about personal safety is encouraged by gentle reminders from the childminder to pick up the toys so they do not trip. Children are also aware of how to keep themselves safe. For example, older children are confident in reminding the childminder to hold the hands of younger children, as they climb the steps to the play area in the garden.

Children's play opportunities are maximised through the highly effective organisation of space, time and resources. The childminder works with his wife, and they are both very clear of their roles and responsibilities. The childminder's ongoing commitment to training has a significantly positive impact on the exceptional quality of care provided. He is enthusiastic and passionate about driving forward with improvements to ensure better outcomes for children. The childminder has completed a self-evaluation form, which has helped him to focus on the service they offer. He complements this by engaging parents and children in evaluating the care and education provided. This has resulted in a safer environment being ensured. The provider is constantly seeking to improve outcomes for children; and is continuously striving to identify areas for improvement for the provision, in the self-evaluation document.

Documentation is impeccable. It is very well organised, readily available, stored securely to protect confidentiality and amended as soon as changes occur to keep information up to date. All essential records are in place and there are written policies to meet all the legal requirements. The registration certificate is prominently displayed, planning and additional information, such as a poster that explains how to contact Ofsted. This high level of organisation ensures that the service offered by the childminder runs efficiently and contributes to the children's ongoing safety and well-being.

Partnership with parents and other professionals is excellent. Parents are given very good quality written information when their children start, which clearly explains the childminder's role and responsibilities, and requires parents and children to contribute to a folder which contains a wealth of evaluative information about the child's welfare and developmental needs, and other carers or partnerships the child may use when not in the care of the setting. This information is used to plan and give the best start to children. Parents are kept extremely well informed of their children's progress and experiences through daily discussions with the childminder, the daily information booklets, which include observations, and photographs which all link to the areas of learning. In addition, there is more information on a notice board for parents. This provision is very inclusive and caters for all families to be involved in their own children's learning.

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

The childminder has attended training on the Early Years Foundation Stage and has recently completed the NVQ Level 3 in childcare. He demonstrates a very good understanding and commitment to implementing it extremely well. His comprehensive knowledge of individual children fosters a firm feeling of trust and security. The childminder's highly perceptive observations and assessments of the children enable him to plan a rich and exciting curriculum that takes into account children's individual starting points, abilities and interests. Children's progress is tracked in their individual 'passport' record books, while planning is based on a topics that are usually chosen by the children. It covers all areas of learning and ensures that the activities are a good mix of indoor, outdoor and child-initiated play. This enables children to make excellent progress towards the early learning goals. The children have excellent opportunities to develop their communication, language and literacy skills.

The childminder builds on their fascination with writing by providing them with meaningful opportunities to practise their mark making skills. For example, children make play food with play dough, and bring the childminder plates of different varieties of vegetables and name them confidently, such as carrots, and tomatoes and cucumber. Children are confident learners and problem solve as they talk about different shaped foods they make with the play dough. For example, they correct the adults by stating bread cannot be in the shape of a rolled ball, it requires to be 'flat'. Children talk confidently about the world around them as they play with ambulances and small world people and inform adults about what equipment is needed in an ambulance, such as a 'bed for sick people'.

Younger children learn skills for the future as they have free access to electronic toys and other interactive resources. Children love to read and are enthralled as they look through very good quality books at the childminder's house and at the local library.

Regular outings familiarise the children with the local community and help them to develop important social skills. They consolidate existing friendships and make new ones when they visit toddler groups, the library and local shops. The childminder's garden is designed to meet the needs of young children. Energetic activities like playing on large apparatus promote the children's physical development, as do the appetising meals and snacks that they eat. Children are active or restful through choice and sleep in-line with their individual needs and parents' wishes. Sensible arrangements with parents are made when they are sick so ensuring children's safety and welfare.

The children behave well. They learn compassion and consideration for their peers, through the sensitive guidance they receive from the childminder. They celebrate festivals from around the world and see positive images of diversity in the wealth of readily available resources and toys they interact with every day. These influences teach the children to respect and value other people and other ways of life. Relationships are excellent and, as a result, children are happy and secure.

They receive exceptional support from the childminder and his wife who are excellent role models with exemplary childminding practice.

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

How effectively is the Early Years Foundation Stage led and managed?	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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