

Inspection report for early years provision

Unique reference number	EY359125
Inspection date	05/01/2012
Inspector	Arda Halls
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 2007. She lives with her husband and two children aged five and 11 years in Acton in the London Borough of Ealing. The whole of the ground floor of the house plus bedrooms on the first floor are used for childminding. There is a fully enclosed garden for outside play and children are regularly taken to the local parks. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five children at any one time and is currently minding three children in the early years age range on a part-time basis.

The childminder walks to local schools to take and collect children. The childminder attends the local drop-in groups and the public library. There are two cats as family pets. 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 a highly effective setting in which children make excellent progress in their learning and development overall. Children's health and safety are exceptionally well promoted. Children's individual needs are extremely successfully met because there are highly effective partnerships between providers, parents and other agencies. The childminder has rigorous systems in place for evaluating her provision and demonstrates an exceptionally high capacity for sustaining 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:

- recognising further the mathematical potential of the outdoor environment, for example, for children to discover things about shape, distance and measure during physical activity.

The effectiveness of leadership and management of the early years provision

Steps taken to safeguard children are exemplary. The childminder is extremely aware of safeguarding issues and has comprehensive policies and procedures in place which guide her to deal with any concerns effectively. Children have an excellent awareness of safety issues which means they recognise how to keep themselves and others safe at all times. Emergency evacuation drills are carried

out frequently.

High quality toys, equipment and resources are suitable for the ages of children to support their learning and development significantly. Resources are used extremely well to achieve the desired outcomes in children's learning and development. The environment is spacious, well managed and maintained and therefore conducive to learning. Children clearly benefit and thrive as a result of the setting they are in. The childminder encourages children to care for the resources and setting effectively which results in an environment that is fully sustainable. The childminder actively promotes equality and opportunity. The development of all children in relation to their starting points is extremely good. The childminder researches enthusiastically to provide activities and experiences that help children learn about the diverse society in which they live.

The childminder has a highly positive relationship with parents and carers who are proactive in decision-making on matters affecting the setting. Children and parents are successfully engaged in contributing their views and suggestions about the setting to enhance the service and help improve outcomes for children. For example, parents now have regular opportunities to take home their children's artwork and have been well informed of the value of children's early creativity. Parents and carers are consistently informed about their children's achievements and well-being. Excellent systems of communication ensure a productive partnership with parents. Partnerships with other providers, organisations and services consistently promote learning and the well-being of children attending. There are well-established channels of communication between all partners involved in children's care which promotes their learning, development and welfare significantly.

Self-evaluation makes a major contribution towards the effective leadership demonstrated by the childminder. She is dedicated towards meeting and sustaining targets for improvement. The childminder seeks feedback from the local authority and attends regular training courses to continuously improve her practice. The childminder has high expectations of herself and of the children in her care. This results in outstanding outcomes in children's achievement and well-being. Recommendations from the previous inspection and registration visit are accurately addressed. Improvements to record keeping have had a positive impact on the overall quality of the provision.

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

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is excellent. Children make significant gains in their learning. They enjoy playing with prams, pushing the babies up and down the expanse of space in the childminder's home. They are free to choose what they like from a large toy chest. This promotes their independence. They giggle

with delight as an expandable net tunnel pops up as it is unfolded. This provides resourceful indoor physical play. They derive great enjoyment as they sit close to the childminder while playing with a realistic driving station, steering and beeping the horn. This develops their knowledge and understanding of the world. They play with puzzle blocks, and are skilled at counting the blocks one to five.

Children show a strong sense of security in the childminder's home. They understand the standards of behaviour that are expected and they adhere to the childminder's rules with ease. For example, they know to play in a designated safe area when meals are prepared. They know to sit when eating or drinking and how clearing up toys is essential for safety and to make room for the next activity. They readily accept the guidelines for walking in the street and know that it is essential to cross the roads safely. The childminder is exceptionally skilled in organising and interacting with children which helps children gain a significant sense of safety and well-being.

Children benefit from following very good personal hygiene routines such as washing their hands before meals and after nappy changing. They are confident in the routines of the day and show an excellent understanding of eating fresh fruit at snack time and sitting down to a healthy lunch before rest time. There are vast opportunities to engage in physical activities both indoors and out which means they exercise successfully on a daily basis. However, the childminder has not fully explored the mathematical potential of the outdoor environment to further encourage children's understanding of shape, distance and measure when engaging in physical activity. Young children's individual health, physical and dietary needs are met to an exceptional standard which results in children who are extremely content and settled.

Children show an exceptionally strong sense of security and belonging within the setting. They take on responsibilities and play an active part in the setting. They display extremely high levels of confidence and self-esteem. They enjoy themselves immensely and work enthusiastically as they play. Children are valued and receive extensive praise throughout the day. Their behaviour is exemplary.

Children's progress is substantial in communication, language and literacy. They learn excellent listening skills as they play, for example they listen to the childminder's instructions when playing with the cat. They copy the words and sounds she makes and exude confidence when they repeat the words. They play a full and active role in learning about a wealth of topics and demonstrate great curiosity as they explore the toys. Children develop a significant understanding of the wider world as they go on many outings to a range of resourceful settings. Subsequently children are developing excellent skills for their future learning.

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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