

Inspection report for early years provision

Unique reference number	EY359356
Inspection date	17/01/2012
Inspector	Kim Mundy
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 in Ruislip in the borough of Hillingdon. All of the bungalow is used for childminding purposes and there is a fully enclosed garden for outside play. The childminder walks and drives to local schools to take and collect children. She attends the local parent and toddler groups. The family have two cats and a dog as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is minding two children in this age range. When working with an assistant, together they may care for six children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have a fabulous time in the care of this highly dedicated childminder. Overall, they experience a wide range of stimulating activities to help them make excellent progress in their learning and development. Equal emphasis is placed on successfully promoting children's safety and welfare. Partnership with parents and others is exemplary and children's individual needs are met with the utmost of care. The childminder's drive and enthusiasm for her role as a child carer means that she is extremely able to maintain a continuously outstanding service for children 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:

- developing further opportunities for children to examine change through planting and growing.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder updates her knowledge and keeps abreast of current child protection procedures. She has an excellent awareness of safety issues and is extremely vigilant in her supervision of the children. Extremely comprehensive risk assessments are carried out to promote

children's safety in the home and on outings. All documentation is maintained to a very high standard and policies and procedures are shared with parents. The childminder is very enthusiastic and highly driven to promote children's welfare and raise achievement.

The provision for promoting inclusive practice is outstanding. The childminder has experience of caring for children with special educational needs and/or learning disabilities, and children who learn English as an additional language. She provides an excellent range of toys, furniture and equipment to meet the different ages and stages of children's development. The childminder is highly focused on fulfilling the needs of each and every child. Therefore, she is able to successfully meet their individual needs.

The childminder has rigorous systems in place in order to accurately evaluate her setting. The views of children and parents are gathered and valued as part of her self-evaluation process. The childminder has identified that she wants to make improvements to her garden to provide further opportunities for children to plant and grow a wider range of produce. Current practices and the desire to do better, confirm this childminder's outstanding capacity to improve.

Particularly strong and purposeful relationships are forged with parents. The value of children's assessment files, individual educational plans, monthly newsletters and other documentation to monitor progress and involve parents in their children's education is exceptional. Children love to take a 'bag of fun' home which contains books, games and toys. In response to children's experience of this, parents state 'my child absolutely loved the bag, the toy track and train has helped his coordination as he can now keep the train on track'. Parents hold this childminder in very high regard. Comments such as, 'you obviously love to meet the needs of the children you have', typify their views. The childminder establishes very good links with other settings the children attend in order to provide continuity of care and to complement their learning.

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

Children develop very positive attitudes towards healthy life styles. Consistent routines such as washing hands, reduces the risk of cross-infection. The childminder negotiates the provision of food with parents and a menu is displayed on the notice board. The children's individual dietary requirements are catered for and at meal times, children recognise their photo on their placemat, coaster and drinking cups. These little touches reinforce how the childminder genuinely values and respects the children. Children have many excellent opportunities to develop their physical skills as they climb, slide, bounce and balance. They also enjoy parachute games and joining in sports day. Children learn to keep safe and free from harm as they participate in fire drills, talk about stranger danger and practise road safety. Children develop a very strong sense of right and wrong. They particularly like the 'well done' certificates and individual laminated cards they receive for their achievements. The strong emphasis on children's welfare is

matched by concern for helping them to achieve in their learning.

The childminder has set up her home to provide an extremely welcoming and exciting atmosphere, which creates a positive atmosphere for learning. She has implemented highly effective systems to observe and assess children's learning. The childminder knows the children very well and as a result, she is acutely aware of what each child can do and what they need to learn next. Children develop excellent skills for the future. They increase their early-writing skills as they make patterns in paint and use crayons and chalks. They build on their problem-solving skills as they weigh cooking ingredients, fit puzzles together and build with blocks. Children find out how things work, for example, as they use cash tills and telephones. They giggle and laugh as they observe the lights flashing in the sensory tent.

Children experience very exciting opportunities, based on first-hand experiences that bring learning to life. For instance, when visiting places of historical interest they dress up and meet 'Henry the Eighth'. In addition, when visiting a local restaurant they make their own pizzas. Children are highly involved in playing musical instruments. The childminder extends this activity by encouraging them to look at instruments in a reference book. In addition, she offers opportunities for children to hear how professionals play various instruments. Children are encouraged to embrace diversity. They use a wide range of positive image resources and explore other cultures in their own community and further afield through special themes and many festival celebrations. Children enjoy decorating 'Travelling Ted's' shirt before they take him on holiday. The childminder prepares children extremely well for their future education by providing an environment in which they gain a zest for 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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