

Inspection report for early years provision

Unique reference number	EY364052
Inspection date	15/02/2012
Inspector	Ann Moss
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, who acts as her assistant, and two children aged four and two years in Worcester Park in the London Borough of Kingston. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of four children under eight years at any one time, no more than one of which may be in the early years age range. She is currently minding four children in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for two children under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a highly effective, safe and stimulating environment where all outcomes are exemplary. Robust policies and procedures underpin excellent quality care and education. Overall, the childminder provides an extensive range of activities that meet children's interests and effectively promotes their development, across the six areas of learning. Exceptional systems are in place to enable daily communication with parents and to share their children's informative progress records. The childminder is a highly reflective practitioner and develops her knowledge through attending ongoing training and development opportunities. She demonstrates an outstanding capacity to maintain continuous 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:

- supporting further children's independence to access the full range of resources available.

The effectiveness of leadership and management of the early years provision

Children's safety is the highest priority in this setting and the childminder promotes their well being extremely effectively. Established policies and procedures, which are shared, understood and implemented consistently by her assistant, underpin the childminder's excellent practice. For example, the childminder is highly confident in the procedures she would follow in the event of any safeguarding

children concerns. She routinely updates the safeguarding training so that she has the very latest guidance. Children are in the childminder's care at all times but are equally happy in the care of her assistant, who knows them well. The childminder and her assistant maintain a recognised first aid certificate, so any minor accidents can be dealt with quickly and effectively. All records of information relating to individual children are in place and effectively stored to promote confidentiality.

The children use all areas of the home, which is extremely well organised so that children are safe and comfortable. For example, children who need a nap, rest in a comfortable bed or cot in a quiet area of a bedroom and regularly monitored to promote their safety. Risk assessments are comprehensive and stringent measures are in place to minimise any potential risks to children. For example, individual child risk assessments are completed and assessed according to each child's age and ability. The childminder skilfully promotes children's understanding of their own safety through developing trusting relationships with them and helping them to build their autonomy and confidence. The childminder updates her knowledge through attending relevant training. She has recently attended several courses for 'Action for Children' to help her care for children with special education needs and/or disabilities. They include, Makaton, epilepsy training, awareness of autism, autism working with not against it, eye sight and hearing problems awareness and moving and dandling. This demonstrates how motivational she is to provide an inclusive setting, which improve outcomes for children.

The childminder has high aspirations for the children. She strives to provide innovative experiences and appropriate challenge for children, so that they make excellent progress in their learning and development. Children demonstrate an extremely strong sense of security in the setting. They are highly valued and engage in an extensive range of activities that helps them to learn about the people that make up our society. For example, children are encouraged to share experiences of cultures or religions with other children in the setting. This helps them to understand from a young age the differences in race, culture, and religion. They celebrate various festivals and the children learn about the aspects of different cultures, for example food, dress, and language in an exiting way. The childminder provides excellent experiences that increase children's awareness of disability. For example, they discuss the fact that some people have learning difficulties and physical disabilities and may require more help than others to do things. Children mix with people of different abilities and access resources that reflect positive imagery of people with disabilities.

The childminder has developed strong partnership with parents and professionals from other settings the children attends. She actively promotes the view that working together enables the best quality start in life for the children. She achieves this by providing clear information to parents about her provision, ongoing dialogue about children's welfare and development and providing an environment where parents are warmly welcomed. Parents and other professional delivering the Early Years Foundation Stage fully contribute to the systems for observational assessment. For example, through the sharing of a child's 'Moving on, Individual Development Plan'. Parents are extremely happy with the care provided. Comments include 'very flexible and professional' and 'she is a five star childminder'. The childminder is a highly reflective practitioner and is aware of the

strengths and weaknesses of her provision. She has made outstanding improvement since her last inspection and she has a clear and achievable plan for self-evaluation.

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

Children thoroughly enjoy a range of stimulating activities and experiences, which are very well-planned and based around their interests. Pertinent observations provide a focus for identifying the next steps in children's learning journey files. The bright and welcoming playroom is very well equipped and proudly displays children's art work, photographs and education posters. This enhances the children's sense of belonging. Children are at the heart of everything that happens in this setting. The childminder is highly skilled in her ability to recognise and respond to the individual needs of the children. Her emphasis is on inclusion, children's happiness and their safety. Children explore and select an excellent range of good quality toys and resources independently. Although, some are organised for ease of access to a lesser extent. In addition to the well stocked playroom, resources are available throughout the downstairs of the home. This promotes children independence and autonomy, which enables children to flourish.

Children are encouraged to make a positive contribution, for example, they take responsibility for helping the childminder tidy away the resources. Children receive meaningful praise and their efforts are warmly acknowledged. This helps to build children's self-esteem and confidence exceptionally well. Children's understanding of maintaining healthy lifestyles is actively encouraged. In addition to playing in the well equipped garden, children enjoy interesting and exiting outings. For example, a den making day at Kew Garden and visits to local parks and children's centres. This provides them with ongoing physical challenge and ample opportunity for fresh air and exercise. Children practice excellent hygiene routines, for example, washing their hands before they eat. The childminder encourages this through the effective daily routines in place. Children enjoy healthy meals and snacks and drink plenty so that they do not become thirsty. They grow and gather fruit and vegetables, in their own vegetable patch. This further promotes their clear understanding of healthy eating, as well as developing their knowledge and understanding of the world in a wonderful way.

Younger children demonstrate that they feel very secure and have developed a close trusting relationship with the childminder. For example, they show sustained closeness as they sit with her and relax to the soothingly caresses. Well-established routines and reassurance from the childminder helps younger children to feel safe. With support, they are able to safely explore their environment, excitedly moving along the floor to access the wide range of resources available. The childminder uses opportunities as they arise to develop children's learning. She encourages children to explore the texture and introduces shape, number, and colours into their conversation. Older children have very good communication skills and they understand mathematical language. Children enjoy sharing books with the childminder and they enthusiastically join in with singing familiar rhymes. The

children also have access to a very good range of age appropriate Information, communicating technology equipment. For example, children use battery operated toys and as a result, children are developing excellent skills for the future. Children are confident communicators and they are making very good progress in all areas of their development. A significant range of photographs in the children's development folders display the wide range of activities and outings children enjoy and capture their achievements beautifully.

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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