

Inspection report for early years provision

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Inspection date	10/01/2011
Inspector	Chris Mackinnon
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 registered in 2009. She lives with her husband and daughter aged two years. They live in a two bedroom house in Carshalton, in the London borough of Sutton. Children are cared for mainly on the ground floor of the home. There is deck area and a rear garden for outdoor activities.

The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than four children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder has a total of three children on roll with two in the early years age group. The childminder takes children on outings and visits local play centres, parks and play areas.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the childminder is well organised and consistently supports children's welfare and development. Children have access to a highly stimulating and well prepared play environment, and the presentation of resources within the setting is excellent. Children enjoy a highly organised range of planned play activities, and the childminder's application of observation and assessment successfully promotes children's learning. The childminder has good working partnerships with parents and other carers, and makes effective use of self-evaluation to maintain improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider using the Ofsted self-evaluation form as the basis of ongoing internal review to identify the strengths of the setting and areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder is newly registered and has completed level three childcare training. She demonstrates a confident approach to the management of her childcare provision, and has prepared a highly attractive play and learning environment within her home. She shows considerable skill in the planning of activities to support the learning needs of children over a range of ages, and makes excellent use of observation and assessment to ensure children make

progress. Safeguarding is effectively maintained and promoted within the setting, and the childminder has a clear awareness of her responsibility in ensuring children are protected and kept from harm. A clear range of procedures are in place to promote safety and security.

The childminder gives close consideration to the presentation of resources, and has developed a highly stimulating play environment that is judged as outstanding. A good deal of forward preparation enables the childminder to plan learning activities in significant depth and detail; which is then supported by an equally well presented range of resources. For example, the use of small world play materials enables children to engage in creative role play and provides opportunities to learn words and numbers. The childminder is also highly consistent in her presentation of visual learning material. For example, she presents good visual support for children's understanding of letters and colours, and children's own art work projects are strongly featured. Good use is also made of the outdoor learning environment, with display boards for visual elements, and a wide range of resources in place for children to explore tactile, sensory and messy play outdoors. The childminder successfully supports individual children's learning needs and helps them to make progress across any identified learning gaps. Through the use of individual planning and close contact with parents and carers, she is able to focus on important development areas such as promoting speech, and developing physical confidence. The childminder is effective in her approach to helping children learn about diversity. For example, she has a current learning project, and generous visual display based on countries around the world. She also includes a range of other culture festivals throughout the year. The childminder shows good confidence in her use of reflective practice, to develop and extend the children's learning. For example, through the continual assessment of activities, and use of play materials, she ensures children become active learners and creative thinkers. The childminder makes good use of self-evaluation. She is in the process of completing the Ofsted document, and has an ongoing development plan of her own, which she uses to identify areas for development. This includes improving the current systems for organising children's arrivals and departures. The childminder has also successfully completed a quality assurance assessment of her play provision, conducted by the local early years support team.

The childminder works effectively in partnership with other carers. She has close links with local schools, and is in contact with the teachers of the children who attend after school. She has also established supportive relationships with parents, and takes a close interest in children's family events and learning at home. The childminder's assessment records are shared with parents, and parents can also arrange to receive text messages from the childminder, to keep them updated on their children's care and learning experiences.

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

The childminder has developed an excellent planning system, to support children's enjoying and achieving. She organises a range of activities each week, for each child attending, based on their age and ability. She then plans the resources required and how the play environment will be used. In addition, she includes

several focused learning activities each week, such as letter forming, or construction and assembly. A strong element within the planning, is the successful inclusion of the six areas of learning; and children's interests and information from home are also considered. The childminder shows good skill with teaching, and provides many supportive learning interactions with children. She is able to extend children's learning effectively, and makes good use of questions to widen children's experiences. For example, during story times she helps to develop their knowledge of words by naming items in the pictures. She also shows strong teaching skills during table top art craft activities, by prompting children to do counting and learn about shapes and sizes.

The childminder's use of observation and assessment to promote children's development is highly effective. For example, she conducts regular development reviews of children's learning progress every month; which tracks how children move through their learning stages. She also clearly identifies children's next steps in learning, which are linked back to the planning for each child. Parents are also successfully introduced to their children's planning sheets and achievement records, which helps to engage them in the learning programme. Overall, the planning, teaching and assessment provided is of consistently high quality, and the childminder's support for children's enjoying and achieving is outstanding.

The childminder successfully encourages children to feel safe and secure. A well organised and detailed set of risk assessments are in place to maintain safety, and children have frequent outdoor play. Children's health is well supported, and the childminder takes care to provide a suitable range of healthy foods, and children are encouraged to try different foods. The childminder's provision of opportunities to promote physical development are consistently well organised, and well included in the individual planning for each child. The childminder shows considerable expertise in providing activities for children to share and enjoy together. Through one-to-one assisted role play, and during many group based activities, children are encouraged to develop their social learning. The childminder also successfully promotes children's understanding of feelings; through the use of stories and visual learning.

The childminder is highly effective in supporting children's skills for future learning. Close attention is paid to ensuring children have activities that provide challenges in all areas of learning. Children have many good opportunities to focus on language and literacy, with mark making activities and reading to developing vocabulary. For example, during the story of Hansel and Gretel, the childminder and children enjoyed talking about the house made of sweets and biscuits. Children are successfully encouraged to choose their own play and activities, and jigsaws and puzzles feature significantly; and help to encourage problem solving. Well planned activities with play dough also provide challenges for children's manipulative skills, such as making a play dough butterfly. Children's creative development is successfully supported, with cutting and sticking activities a favourite choice. This provides well organised support for active learning and opportunities for children to work together and share their ideas. Children's knowledge of the world is effectively included, and good use is made of the visual displays within the setting, to promote learning about travel, transport and distances. Frequent outings are also used to promote children's interest in nature, and what they see around them.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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