

Inspection report for early years provision

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Inspection date	09/06/2010
Inspector	Amanda Jane Tyson
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 lives with her partner and two children who are both in the early years age range, although one attends full time education. The home is situated within walking distance of Kingston town centre, parks, schools and public transport links. All areas of the home are used for childminding. The childminder is able to collect children from the local school and takes children on regular outings.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time; of these, not more than two may be in the early years age range; of these one may be aged under one year at any time. The childminder is also registered to provide overnight care for a maximum of two children. There are currently four children on roll within the early years age range; two attend full time education and two are aged under two years. The childminder also offers care to children aged five to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made an excellent start to her childminding. Overall, children are cared for in a safe and secure environment and provided with an exciting and stimulating range of activities. The childminder's reflective practice and use of self-evaluation ensures a provision that is responsive to children's individual and developing needs. Excellent partnerships have already been established with parents and have been initiated with children's other early years providers. The childminder's recognition of children as unique individuals and support of equality and diversity is at the heart of her work. As a result, children are making good and rapidly developing progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- develop further the activity programme and range of play resources, to promote awareness of diversity
- make the garden patio steps safe for babies.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively monitored and safeguarded. The childminder is secure in her knowledge and understanding of the procedure to follow should she have concerns about a child and parents are provided with comprehensive information to explain this. Risk assessment is mostly very rigorous and as a result accidents are minimised. However, as babies are now mobile the step leading from

the house to the garden presents a potential hazard. All records and documentation required for the safe and efficient management of the setting are in place and well maintained. The childminder's home is exceptionally well organised to meet the learning and development needs of all children. Their artwork adorns the walls, which contributes towards their strong sense of belonging and helps them to feel valued. Play resources are of high quality, beautifully presented and easily accessible to the children.

The childminder makes good use of training opportunities. She keeps up to date with early years research and uses all she learns to drive improvement. A good example of this is the introduction of home visits to new children, so they first meet the childminder in the security of their own home. The childminder makes good use of these visits and the gradual settling-in period to gain understanding of children's individual needs and identify their starting points for learning. This in turn ensures that equality and diversity is effectively promoted. The childminder makes good use of the Ofsted online self-evaluation form to help identify priorities for improvement; for example, she is currently researching various publications for art and craft activity ideas, developing her knowledge and understanding of different religious beliefs and obtaining a wider range of resources to promote awareness of diversity.

The childminder has established excellent relationships and a full partnership with all parents. They hold the childminder in very high regard. They highlight her 'excellent communication skills', systems for recording children's learning and development progress and support of children's individual needs as key strengths. The childminder enables and welcomes their full involvement in children's learning and development. She seeks their views and uses their feedback as part of her process for monitoring and evaluating her practice and service. The childminder has been proactive in initiating partnerships with children's school teachers to ensure consistency and continuity of learning support. Children have only been attending for a short period but the childminder's dedicated and excellent practice shows she is well placed to secure outstanding outcomes for children in the near future.

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

Children demonstrate high levels of emotional security. They are very happy and becoming increasingly confident in the childminder's care. They move around her home making good use of the accessible play and learning resources to organise their own games. Children behave well and are exceptionally polite and considerate of each other's differences, for instance, school children are very tolerant of the inquisitive nature of mobile babies. Squabbles are rare because activities and resources enable the inclusion of all children and provide for their individual interests; for example, whilst older children make pizzas, babies explore and experiment with dried couscous.

The foundations for children to adopt healthy and active lifestyle habits are firmly laid by the provision of nutritionally well-balanced meals and snacks and plenty of

outdoor play opportunities. They have constant access to the well-equipped garden and visit wide-open spaces, parks and woodlands most days. Babies are encouraged, by their fascination for using their newly acquired skill of using a straw, to drink frequently keeping them well hydrated. The childminder teaches children about nutrition, for instance during cooking activities, how their body works and the importance of good hygiene. She allows children to engage in an acceptable level of 'risk in play'; for example, babies are learning to climb the slide independently and older children enjoy tree climbing. This helps children to understand their own capabilities and therefore make 'safe' choices about their play. Children learn fire safety rules through regular evacuation practice. Older children are clear about what to do and where to go should they get lost because the childminder reminds them before every outing.

Equality and diversity is well promoted. This is best demonstrated by the childminder's support for bi-lingual children and her innovative activity ideas for raising the achievements of boys through active play. The childminder uses her astute observations and assessments of children's learning, along with information gathered from parents and children's teachers, to guide and inform her activity planning. As a result, children enthusiastically and confidently attempt new challenges and are beginning to develop new skills; for example, they learn how to use an electric whisk and weighing scales when making pizza dough, they use the camera to take photographs when playing in the garden and competently use the computer. Children's critical thinking and problem solving skills are being developed. They build with solid shapes such as cylinders, spheres, cubes and prisms and construct two and three dimensional models using cocktail sticks and pasta balls (Gnottchi). Planning is flexible and allows unexpected discoveries to develop into exciting activities, such as using torches to search for snails in obscure places all over the home after one was found indoors. Babies and toddlers enjoy a range of activities that encourage the use of all five senses. They explore and experiment with paint, different dried pasta, grains and seeds, discover the different consistency of cornflour and water and are intrigued by the contents of the childminder's treasure basket of everyday and natural items.

Children benefit from regular trips and routine visits within the community and further afield. They are enthralled by the colours, shape and size of the fish at the aquarium; recognise and attempt to copy the sound of pigeons in the trees during woodland walks; and enjoy the weekly visits to 'stay-and-play' groups and 'tumble gym' sessions. Children are becoming articulate communicators. The childminder engages them in interesting and worthwhile conversations and encourages babies to listen and repeat sounds and words.

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

How effectively is the Early Years Foundation Stage led and managed?	2
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	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	1

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	2
The extent to which children feel safe	2
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	2

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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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