

Inspection report for early years provision

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Inspection date	26/04/2011
Inspector	Gillian Cubitt
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 2010. She lives in a ground floor maisonette in the London borough of Sutton with her partner and their two children, one of preschool age and one of school age. The home is situated within walking distance of shops, parks and schools and consists of two bedrooms, lounge, bathroom and kitchen. There is also a rear garden providing outdoor play space. Access to the home is level and there are parking facilities outside. The family has one hamster and two kittens.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of Childcare Register. She may care for a maximum of four children aged under eight years at any one time, of whom no more than one may be in the early years age range. There is currently one child on roll in the early years age range.

The childminder has a relevant National Vocational Qualification level 3. She has also been employed as a nanny and has experience working in a day care nursery. The childminder was awarded an 'Outstanding' grade in a previous inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle exceptionally well and are very happy, confident and eager to learn. The provision for safety and welfare is exemplary and most documentation supports this. Children are valued and treated with respect in a very safe and caring environment. The daily planned activities and play experiences are tailored to each child's uniqueness. A strong commitment to continual improvement and self-evaluation enables the childminder to review and adapt her working practices to meet the evolving needs of the 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:

- review all policies and procedures to make the information clearer and more manageable for parents.

The effectiveness of leadership and management of the early years provision

The childminder is extremely thorough in the organisation of her provision. She has an excellent understanding of safeguarding procedures which ensures that

children's wellbeing is secure. Effective procedures are in place for identifying any child at risk and the childminder knows who to contact should any issues arise. This information is also shared with parents at the start of minding. The childminder's in-depth policies are robust, although her self evaluation has not considered the impact these have on readers. Some policies are long-winded and repetitive which makes difficult reading for parents to view at a glance. Other documentation pertaining to children's wellbeing such as that relating to medication and accidents are meticulously recorded and shared with parents. In practice children's safety is paramount to the childminder; her home is checked daily for hazards and risk assessments are reviewed regularly, including possible hazards when going on outings.

The childminder has a relevant childcare qualification and demonstrates enthusiasm for updating her skills and knowledge to improve outcomes for children. This results in her having high expectations of what children can achieve and successful planning and excellent support from the childminder means children make exceptional progress in their learning and development. The childminder uses her experience from being previously registered as a childminder, whilst fully embracing the requirements of the Early Years Foundation Stage. This gives her the skills to ensure that children's needs are consistently met. She has an in-depth knowledge of each child which means planning is customised to suit children's needs as they develop and learn. The childminder is proactive in identifying and working towards narrowing the gap in children's level of achievement. She makes best use of her impressive range of resources to enhance children's learning. She carefully takes into account their individuality, special educational needs and disabilities as well as home backgrounds to plan suitable activities to provide children with opportunities to ensure their success.

Excellent working in partnership with parents means children receive a high level of care and support. Children's emotional well-being is nurtured, especially during the settling in period which the childminder adapts to the needs of both children and parents to ensure that both are completely happy and the child is ready to be left in her care. The close communication between parents and childminder further enhances children's sense of calm and happiness. For example, the childminder prepares two folders that go home with the parents, one to describe the children's day and the other to share with parents her observations and children's achievements. There is also a children's scrap book with an abundance of photographic evidence and samples of children art work. Feedback from parents shows that they greatly value the special care offered by the childminder. Children do not currently attend any other settings. The childminder has experience of working with other professionals which she does in a highly professional manner. For example, she writes to teachers to explain her role to promote children's learning and her wish to become involved in any school topics so that she can develop these in play activities whilst at home.

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

Children thrive because the childminder is enthusiastic in her role and eager to give children a variety of opportunities to support their learning and development. They enjoy their play in a stimulating environment that arouses their curiosity. The childminder's excellent interaction and dialogue encourages children to explore, investigate and follow their own interests. Children are fascinated by fire engines and the sounds they make. Children's developing communication skills are further supported by engaging them in happy, memorable nursery rhymes and books to support songs and their favourite topics. Children love to sit by the childminder and respond to her upbeat methods of engaging children's interests. They become excited when they try to repeat words read by the childminder and their delight is evident when they interpret this with their version of the sounds they hear.

The rich learning environment both indoors and outdoors provides children with excellent opportunities to develop a healthy lifestyle, participating in activities that they thoroughly enjoy. They have freedom to choose toys from the extensive toy cupboard as well as having a selection of toys the childminder plans for the day. These are rotated at intervals during the day which ensures children are constantly engaged. They develop confidence and independence because the childminder consults them on what they would like to do and follows their lead in their chosen activities. For example, young children try to problem solve using the shape sorter; when they become confused they are confident to take the childminder's hand to help guide the piece to the right place. This gives children skills and desire to try again and succeed without help. Other popular choices are construction toys, many quality books and role play resources, enabling children to dress up as fire fighters and animals such as lions. Children enjoy sand and ball play in the garden and have their own garden area to grow plants.

All activities are observed by the childminder and she focuses well on children's interests and enhances these through planning effective yet simple tasks for children's next steps. For example, she extends children's fascination with shapes in different mediums such as in water play, helping children to recognise large and small shapes whilst filling up containers.

Children have fun going on regular outings to play centres and special outings to larger events where their social and physical skills develop exceptionally well. When away from the secure home environment young children learn to stay close to the childminder for safety, whilst older children take some supervised risks when safe to do so.

Children's health is considered at all times. They eat home-cooked meals that are agreed with parents and drinks are constantly available. The childminder ensures her first aid knowledge is current and she has immediate access to a first aid kit both whilst at home and when outside. Young children's daily routines are also carefully observed to ensure children have the right balance of activity and rest so that they do not become overtired. Children behave exceptionally well because they have a strong bond with the childminder who respects and understands

children's needs.

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	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	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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