

Inspection report for early years provision

Unique reference number	EY417101
Inspection date	07/06/2011
Inspector	Deborah Orchard
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 2010. She works with another childminder from her co-minders premises in Sheen in the London borough of Richmond. The whole house is used for childminding and there is a fully enclosed garden for outdoor play. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group. The family have no pets.

The childminder is registered to care for a maximum of 6 children at any one time. When working with another childminder she may care for a maximum of 8 children, of these no more than 6 may be in the early years age range. She is currently minding three children within the early years range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the provision is outstanding. Children are making excellent progress in their learning in development as the childminder has a highly secure understanding of the Early Years Foundation Stage and how children learn. She works very effectively with another childminder, offering a very inclusive service, where all children are made to feel welcome. The childminder is very enthusiastic and committed to continuous improvements, developing her knowledge through training.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend areas for imaginative play outdoors

The effectiveness of leadership and management of the early years provision

The childminder has a very thorough understanding of safeguarding issues. She has attended safeguarding training enabling her to be clear of any action she would take if she had any concerns about a child. There is a comprehensive written child protection policy in place and government documents available, which she has readily available for reference. This ensures children's welfare is protected. Detailed risk assessments are carried out on all areas of the home used by children and for any outings undertaken. The childminder includes children in the risk

assessment process, by providing them with printed sheets and wipe boards so they can think about things which could be hazardous. An extensive range of well written policies and procedures are in place and shared with parents. This ensures the setting runs smoothly.

Evaluation of the provision is thorough and very effective. The childminder uses a written self-evaluation to continually reflect on the strength of the provision and ways in which she can enhance what is on offer. She works very closely with her experienced co-minder to continually develop what they provide. The childminder regularly seeks the views of parents and children, using questionnaires to help shape the service and ensure children receive the highest quality of care. The childminder regularly attends relevant training courses to enhance her knowledge and improve outcomes for children.

Children thrive in this highly stimulating environment. An abundance of suitable resources are easily accessible and clearly labelled. This enables children to make choices in their play. Excellent free-flow to the outdoor area provides children with a wide range of experiences. The environment is set out well, providing for different areas of learning. The childminder creates friendly spaces indoors, where children can play imaginatively. Developing the garden to create 'dens' and friendly spaces outdoors, is an area the childminder recognises for future development. Suitable furniture and equipment is readily available, enabling children to eat rest and play comfortably.

The childminder promotes equality and diversity extremely well. There is a suitable equal opportunities policy in place which underpins her work. All children are highly valued and respected in the setting. The childminder finds out about each child's needs and ensures these are fully met. Children play with resources which positively reflect diversity within the community and they look at positive images in books and the posters on display. The childminder uses these resources to support children in learning to respect and value each other.

The childminder is fully committed to meeting the needs of the all children and gives high importance to working in partnership with parents. The parents are made to feel very welcome in the setting. Verbal and written feedback indicates they are delighted with the service their children receive. Regular discussions, newsletters, daily diaries and e-mails ensure parents are kept fully informed of all aspects of the provision and their child's experiences. Planning and information about the Early Years Foundation Stage is clearly displayed so parents can find out about the educational programmes being provided. The childminder ensures parents are fully involved in their child's development. They regularly discuss children's progress. Regular written information about each child's progress provides sections for parents to include their views and observations. The childminder provides resources which parents can use to support their child's learning at home, such as, story sacks. Communication with local nurseries and schools is very effective, ensuring continuity of care when children attend other settings or move on to school.

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

Children are very happy and secure in this vibrant and stimulating home. Their behaviour is exemplary as they spending their time purposefully, engaging in their chosen activities. Children have a very strong sense of belonging in the setting as they share warm and close relationships with the childminder and her co-minder. This enables them to feel safe and confident to try new experiences and explore the environment themselves. For example, as they play imaginatively, deciding to use the large boxes outside to make a boat. They reflect on their previous experiences, discussing excitedly about the boat trip they went on .The childminder engages very well, talking to them to extend their language, whilst giving them the space to create their own ideas. Children are confident, sharing their art work and individual books with others and enjoying the praise they receive.

The childminder plans very effectively for each child. She fully recognises each child is unique and ensures plans reflect children's own interests and follow on from any observations made. Children are making excellent progress in relation to their starting points as the childminder works highly effectively with parents, ensuring she is fully aware of each child's needs and stage of development. Records of children's progress are kept in their individual folders, alongside scrap books of their art work and many photos of them engaging in a wide range of rich experiences. The plans are flexible to enable the childminder to take account of children's wishes and needs each day. There is an excellent balance of child imitated and adult led activities on offer in this setting.

Children are developing their skills for the future. They have many opportunities to learn how things work and why, such as, using cameras and computers. They count and problem solve as they play hopscotch and fill and empty containers in the water tray. Children are learning to take care of their resources as they are actively involved in tidying up and helping .They learn about recycling as they put used items in the correct places and watch the recycling vans through the window.

The childminder is imaginative and skilful in supporting children in understanding how to keep themselves safe. Children carry out their own risk assessments, regularly participate in routine fire drills and road safety activities, which enhances their understanding of how to protect themselves. Children have excellent opportunities to develop healthy lifestyles. They eagerly offer to help prepare their lunch, discussing the healthy foods they are cooking. They sit at the table to enjoy the delicious home cooked food, sharing a happy and sociable time together. Children have a wonderful time playing energetically in the outdoor area. Large apparatus in the park and garden enable children to have challenge and develop their large muscle movements. They have great fun digging in the mud and enjoy caring for the tomato plants and watch these grow. Children understand why they need to put on sun cream whilst outside and know to regularly access their individual drinking cups, during warm weather.

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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