

Inspection report for early years provision

Unique reference number	EY427009
Inspection date	22/11/2011
Inspector	Lorna Hall
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2011. She lives with her teenager in Barnes in the London borough of Richmond. The whole of the ground floor is used for childminding, with a bedroom and toilet facilities available on the first floor. There is a fully enclosed garden for outdoor play. The childminder walks or drives to local schools to take and collect children. She attends the local parent/toddler group. The family has a pet dog.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is one child in the early years age group on roll. The childminder holds Early Years Professional Status and has a degree in early years childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An exemplary knowledge and understanding of how children learn makes sure that children make rapid progress in their learning and development. Children feel very safe and secure and overall, there is a strong emphasis on working in partnership with parents and others. The childminder is part of a local quality assurance scheme and makes excellent use of the opportunity to access relevant training to improve outcomes for children. She shows an excellent capacity for 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:

- helping parents to learn more about learning and teaching to further support them in extending their children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of child protection issues. She liaises with the appropriate agency to ensure any concerns are dealt with highly effectively. She has a written safeguarding policy which covers all required elements. She keeps all necessary records required for the safe and effective running of the provision and these are stored securely. She carries out

comprehensive risk assessments to help her provide a safe environment for children. Children's safety is paramount on outings and a record of written risk assessment of local parks and playgrounds is consistently updated.

There is a strong emphasis on working in partnership with parents. Parents respect the childminder's excellent childcare knowledge and regularly seek her advice on issues, such as weaning. The systems in place to keep parents informed about their children progress are thorough. However, the childminder does not check that they fully understand the learning and development requirements and how children learn. Parents are full of praise and admiration for the excellent service they receive. The childminder has also established effective systems to work in partnership with others delivering the Early Years Framework. This ensures a shared approach to children's care and learning.

The childminder makes excellent use of resources to create a stimulating learning environment. Resources are of a very high quality and are suitable to meet the learning and development needs of young children. They clearly contribute to the excellent progress the children make. Children have equal opportunities to access learning resources. These include many that promote their understanding of diversity and difference. For example, they include brightly coloured posters, books, musical instruments and small world people. Linguistic diversity is highly valued and the childminder work with parents to learn key words in their home language. This helps her to communicate with children and families highly effectively.

The childminder is passionate, enthusiastic and committed to her work. She is part of a local quality assurance scheme which helps her to reflect on and review her practice. She also seeks the views of parents and others to help her identify areas for development. She makes excellent use of local authority resources to access training and seek support and advice. She has made significant developments to the provision, such as

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

The childminder provides an excellent variety of activities that enhance the children's understanding of the world around them. These include visits to Barnes Common and walks by the river. The children show high level of enthusiasm in all activities. They build very strong relationships with adults and show they are highly capable of initiating play even though they are young. The learning environment is expertly organised so they can access resources at all times. For example, they investigate and explore natural objects in the treasure baskets. The arrangements to involve and support children who have little or no recognisable words are exemplary. For example, there is a visual time table with photographs of the children involved in different activities. The time table is supported with text and Makaton symbols. This means that all children can play a full role in the provision.

The childminder makes extensive use of the Early Years Foundation Stage

curriculum to make sure that all the children are challenged. She makes excellent use of her observations to plan for children's next steps. Her thorough knowledge of their learning needs enables her to plan interesting and stimulating learning experiences. For example, young children enjoy exploring their senses as they touch and watch mobiles made from recycled materials. The environment is particularly rich in print which helps children to develop early literacy skills. They are developing excellent levels of concentration. For example, as they wait for lunch they spend time looking intently at colourful laminated pictures. Children make rapid progress in all areas but particularly in communication, numeracy and their personal social and emotional development.

The high quality adult interaction and exemplary organisation of routines help young children to gain an exceptionally strong sense of security. The childminder takes highly effective steps to provide a safe and secure environment for children. For example, effective safety devices and fire detectors are fitted and health and safety posters signs are prominently displayed. Children also learn about how to keep themselves safe, for example through discussion when they walk by the river.

Children show a good understanding of healthy eating and enjoy freshly prepared meals. The childminder makes sure that feeding cups are suitable for individual children. Although, the children are young the childminder ensures they are fully involved in meal preparation. For example, they watch as she chops the vegetables. The smell from the different vegetables promotes their sensory development. Children have daily opportunities for fresh air and exercise.

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	2

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	2
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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