

Inspection report for early years provision

Unique reference number	137991
Inspection date	21/09/2009
Inspector	Jacqui Lloyd

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

This childminder has been registered since 1995. She lives with her husband and three school age children in Morden. The house is situated close to local shops and parks. Children have access to all areas of the home, including a designated playroom. There is also an enclosed garden available for outdoor play. The family have a pet dog and fish. The childminder attends the local carer and toddler group on a regular basis.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of 5 children at any one time and there are currently 3 children in the Early Years age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a very happy, welcoming and inclusive environment where all children are highly motivated and extremely well cared for. She is very attentive to the children and fully understands their individual needs. She successfully plans a wide range of fun activities that are designed to stimulate the children's interest and learning. Children have easy access to an extensive range of good quality toys and resources that are very well organised and presented, enabling children to lead their play and follow their own ideas. The childminder is a very reflective practitioner and demonstrates an excellent capacity for continuous improvement. She works closely with parents and other providers and overall provides them with excellent written information about the care she provides and the children's developmental needs.

What steps need to be taken to improve provision further?

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

- continue to develop links with other providers and ensure information regarding children's learning and development needs is exchanged regularly.

The effectiveness of leadership and management of the early years provision

The childminder is vigilant about safeguarding children and fully understands her responsibilities in this area. She is confident in her ability to recognise the signs and symptoms of abuse and has made parents totally aware of her responsibilities and her safeguarding policy and procedures. These procedures include ensuring appropriate checks are carried out on adult members of the household to ensure

their suitability to be around children. Extensive risk assessments are in place for both the home and all outings undertaken. She has given careful consideration to the welfare of the children and teaches them about potential risks and how to keep themselves safe.

The childminder is exceptionally organised and professional in her approach. She is very experienced and has a very thorough knowledge and understanding of the Early Years Foundation Stage (EYFS). The childminder provides a totally inclusive environment for children and their families and is committed to ensuring all children are made to feel welcome and valued and to develop respect for each other. This is also reflected in the resources that the children play with as she has carefully selected them for positive images of the diversity they represent.

The childminder regularly carries out close and careful observations and assessments of the children and maintains excellent records of progress. She clearly identifies their individual learning needs and plans for these accordingly. She listens carefully to what they say and skilfully responds by planning activities and learning opportunities based on these interests, likes and dislikes.

The childminder develops excellent relationships with the children's parents and carers and successfully involves them in all aspects of their child's care and education. She communicates clearly and efficiently with parents and makes excellent use of written records and documentation to support this aspect of her partnership. Parents are totally included in the monitoring of children's progress and planning for future learning and become fully involved in the children's learning and development. She has begun to build links with the schools the children have recently joined and fully understands the importance of sharing information regarding children's progress.

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

Children are exceptionally happy and settled in the childminder's care and benefit from extremely warm and close relationships with her. They are regarded by the childminder as members of the family and made to feel very safe and secure. Children relate extremely well to one another and build very positive and respectful relationships, whilst being encouraged to recognise and embrace similarities and differences amongst themselves. The childminder has an excellent knowledge and understanding of the children's individual backgrounds and needs. She provides for these with great skill. Children participate in a broad and interesting range of activities that contribute enormously towards their learning and development and help children make excellent progress in all areas of development.

Children benefit from the childminder's careful attention to health and safety procedures. The childminder has extensive written information and records relating to children's welfare and always shares these with parents to ensure they are fully informed. She implements many procedures to ensure children are fully safeguarded and protected from harm. For example, she regularly undertakes an emergency evacuation of the premises with the children, to ensure they are

familiar with the procedure and confident about what to do in an emergency.

Children are made to feel extremely welcome and have access to a designated playroom which is exceptionally well resourced and organised. There is an extensive range of high quality play materials available to the children, all of which are easily accessible. This enables children to develop their independence by choosing what to play with and following their own interests. For example, children of all ages thoroughly enjoy playing in the garden with an excellent range of resources. They independently choose to go and explore a floating and sinking activity in the water tray and then move inside to the playroom to access the playdough activity. The time, space and freedom children are afforded by the childminder helps them become independent learners and grow in confidence.

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

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met