

Inspection report for early years provision

Unique reference number	138974
Inspection date	20/06/2011
Inspector	Julie Biddle

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 1996. She lives with her husband and three children in the London Borough of Hillingdon. The ground floor of the home is used for childminding purposes; children access a bathroom on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time. She is currently caring for four children in the Early Years age group. She also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an extremely caring and welcoming environment, where children are well supervised. The highly dedicated childminder is very well informed about children's individual needs through excellent partnerships with parents and as a result, is able to meet children's specific care and developmental needs extremely well. Children access a child-centred learning environment which provides opportunities for them all to make very good progress in their learning and development. Overall the childminder evaluates her practice, in order to update and enhance the care that she offers. This evaluation process leads to continuous improvement and has a positive impact on children.

What steps need to be taken to improve provision further?

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

- develop systems for self evaluation to include the views of children and parents

The effectiveness of leadership and management of the early years provision

Children are extremely well protected because the childminder fully understands her role in safeguarding children; she has very good knowledge of the symptoms of child abuse and what action to take if she has any concerns about a child. Adults in the household have been vetted and the childminder ensures she knows who is allowed to collect children. Children receive excellent care in a home that is safe and secure because the childminder has comprehensive understanding of safety issues. She undertakes written risk assessments for the home and outings so that any hazards are identified and minimised. Children are able to move freely

and independently both indoors and outdoors within the constraints of safety whilst under the close supervision of the childminder at all times.

The childminder has a very successful working relationship with parents and useful information is exchanged at the start of a placement to ensure the childminder is fully aware of parents' wishes and children's individual needs and capabilities. Parents are provided with high quality information about the childminder's provision. For example, the childminder has produced range of comprehensive written policies and procedures to underpin her practice so that parents are fully aware of the service she provides. In addition the childminder has researched and developed range of useful information for the parents to use. She also produces a regular newsletter which keeps parents informed about their children's activities, and she is continually on hand to speak with parents. Furthermore daily diaries keep parents fully informed and help them to feel included in their child's day. The childminder maintains all of the required records, which are kept up to date and are very well organised. The childminder has a positive attitude to developing links with other settings that children attend and when the need arises, the childminder also works with other agencies to benefit the children in her care, which facilitates continuity in their care and education extremely well.

The childminder has a very positive approach to continual improvement and professional development. She is very pro-active when identifying strengths and areas for improvements and this contributes to her capacity to maintain continuous improvement. The childminder utilises regular training opportunities and researches child related information to enhance her work and understanding of childcare issues.

The children benefit from a fully inclusive environment because the childminder actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Her very effective planning systems for the individual child helps to narrow the achievement gap and support all children's progress. There is a range of toys and resources which help to promote children's understanding of diversity within our society. Furthermore, diversity is valued through recognising special events and festivals in the community and that a special for the children attending.

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

The childminder creates a lovely, warm and welcoming environment for children, where they are very happy and extremely settled in the childminder's care. Children receive lots of attention and have a strong bond with the childminder which increases their sense of well-being. They regularly approach the childminder for guidance, support or asking for a story. Children are delighted as they read stories together. Sitting comfortably they discuss the story as they read together. The childminder also uses high levels of interaction with open questioning to support children's language development and through general discussion and enjoyable activities such as singing. Children are able to self select resources and

enjoy a wonderful range of activities that capture their interest. In addition, the childminder has developed a book with pictures of all the resources she has available but are stored away, this means children are able to make informed choices about their play.

The childminder has successfully used available documentation and her own excellent knowledge of child development to deliver the framework effectively, showing a real commitment to meeting the children's learning and welfare needs. The childminder has very good knowledge of each area of the early learning goals and plans fun challenging activities for the children to enjoy. Regular observations of the children are carried out and shared with parents. These are descriptive, evaluative and linked to the six areas of learning in the Early Years Foundation Stage. The childminder is skilled in supporting individual children's learning and helping them through their learning stages working closely with the parents. Children particularly enjoy role play and ample resources, such as dressing up clothes, dolls and buggies are provided to support and extend their imagination. Children's imaginations are further encouraged as the climbing frame becomes a den when covered in sheets and umbrellas. Children act out scenarios such as caring for their dolls taking them to the park. In addition children are taken to local woods and caves where they extend their interest in the outdoor environment as they make dens with branches and twigs. Children's understanding of the wider world is greatly enhanced by activities such as a world trip with passports. Children take part in creative activities linked to countries such as making maracas as they visit Spain, painting flags as they visit Italy.

Children develop their understanding of keeping themselves safe through discussions during activities, such as taking care as they play in the garden. They are learning about their local community through trips to the park, shire horse centre and toddler groups. Children have lots of opportunities to develop their creative skills as there is a wide range of art and craft activities available. Their artwork is used as part of celebrations for example painting mugs for Fathers Day and decorating gingerbread houses for Christmas.

The childminder knows each child's individual needs very well, caring for many of the children on an apart time basis means she is able to give each one personal, focused time during the busy day to ensure they feel valued and secure. All children are encouraged equally to access the play opportunities on offer. Children are encouraged to behave nicely, use good manners and to show kindness to each other and family pets. The childminder is very enthusiastic in her positive praise for all children in her care, boosting their self-confidence and self-esteem as they play and learn.

All children benefit from a clean and hygienic environment. The childminder is a very good role model and encourages them to learn simple hygiene routines, such as appropriate hand washing procedures, from an early age. Children benefit from the childminder's clear knowledge and understanding of healthy eating, receiving a variety of nutritious and healthy snacks and meals each day. Children drink freely from individual cups and request more as and when required. The children have daily access to physical play activities, both inside, in the garden and within the local community. They enthusiastically play in the well resourced garden pushing

their dolls in the buggy, swinging in the swing and climbing on the frame.

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

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