

Inspection report for early years provision

Unique reference number	124310
Inspection date	29/06/2011
Inspector	Sandra Jeffrey

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 2000. She lives with her husband, one adult child and one child aged 13 years. The childminder lives in a residential area of Thornton Heath, in the London borough of Croydon. The whole of the ground floor is used for childminding, which provides access to toilet facilities. There is a garden for outside play but this is currently not being used. There is easy access to the home with parking facilities outside. There are also nearby public transport links.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years; of these, three may be in the early years age group. There are currently seven children under eight years old on roll; five are in the early years age range. The childminder also cares for older children. The childminder holds a level 3 childcare qualification and is a member of the National Childminding Association and the Croydon Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a highly effective, safe and stimulating environment where all outcomes are met to the highest standard. The childminder has an excellent understanding of children's needs and ensures her planning is tailored to their individual interests. Consequently, children make excellent progress in all areas of their development. Partnerships with parents, carers and others are excellent and make a significant contribution towards children's well-being. The childminder is a highly reflective practitioner and develops her knowledge through attending ongoing training and development opportunities. She demonstrates an outstanding capacity to maintain continuous 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:

- considering alternative storage arrangements for resources.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her role in relation to safeguarding children and ensures parents are made aware of her responsibilities. She has attended safeguarding training to level 3, so that her knowledge of protecting children is in-depth and up to date. She has the required guidance and contact details and a comprehensive written policy in place. All adults living at the premises are suitably vetted and children are fully supervised at all times.

The childminder recognises that self-evaluation is key to continuous improvement and implements effective systems to monitor her setting. This includes obtaining the views of the children to see what they enjoy most about her setting. She actively involves them in planning and decision making for the learning experiences she provides.

The childminder views engagement with parents as essential to children's learning. She asks parents to complete questionnaires to ascertain their views about the service she provides. A selection of letters written by parents and viewed during the inspection evidence that parents are extremely happy with the care their children receive. Close working partnerships with other professional involved in the care of the children have also been established. These afford the children with excellent opportunities for continuity of care and learning.

Children's learning is significantly enhanced by the child-centred learning environment and overall excellent use of resources in the dedicated playroom. Children readily access a wide variety of resources, as the home has been organised to maximise children's comfort and enjoyment. They receive exceptional support from the childminder who is enthusiastic and dedicated to the children in her care. She is passionate about empowering the children and respects their unique personalities.

The childminder provides a fully inclusive setting where children feel valued and truly welcome. This helps children to feel safe and secure and builds optimum levels of self-esteem and confidence. The childminder has high aspirations for the children. She provides them with a meaningful range of activities and resources that increase their understanding of diversity and consideration of others. These include an excellent selection of resources portraying positive images of varying abilities, races and cultures. Children also enjoy equal access to all resources regardless of their gender and are actively encouraged not to discriminate or make stereotypical judgements.

Parents benefit from excellent systems that keep them informed of their child's progress and development. The childminder provides very effective daily verbal communication and regular opportunities for parents to view their children's development folders. She also takes an extensive selection of photographs of the children partaking in various activities. These are added to a memory stick that that childminder supplies for each child, which enables parents to keep a

wonderful record of their children's early years.

The childminder demonstrates excellent ambition and drive for continuous improvement in the service she provides for the families who use her service. She is highly motivated, sets herself high standards and has a clear vision for the future. She regularly attends training in order to promote and enhance the welfare, learning and development opportunities for the children in her care.

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

The childminder has an excellent understanding of the Early Years Foundation Stage framework. She makes excellent use of the Practice Guidance to ensure children are progressing in their learning. Children enjoy an exciting range of stimulating activities and experiences, which are very well-planned and offer excellent opportunities to develop and learn. The dedicated playroom provides children with a safe and stimulating environment in which to play and rest. The children's individual needs are at the forefront of the childminder's planning, which ensures their developmental needs are met to a high standard across all areas of learning. Children also benefit from daily visits to a local children's centre where they access an abundance of additional resources and experiences, supported by the childminder.

Children grow in confidence in the enabling environment and their sense of belonging is evident as they move confidently around the home. The childminder is nurturing and caring and installs confidence and self-motivation in the children. They are encouraged to be as independent as possible, for example, feeding and dressing themselves. Children are also actively encouraged to be kind and considerate to each other and to work as a team. To this end, the older children have devised and written the house rules that are proudly displayed in the playroom. This helps children take ownership over their behaviour and helps develop their communication and social skills.

Behaviour management is age appropriate and consistent, helping children feel safe and secure in the setting. Generally effective risk assessments are in place, although in the playroom some large storage boxes are stacked too high which may pose a risk.

The childminder helps develop children's understanding of maintaining a healthy lifestyle. They talk about healthy choices and learn what foods are good for them, when helping to prepare the home cooked meals made from fresh seasonal ingredients. They enjoy daily opportunities to exercise and take part in physical activities, visiting the park and taking part in music and movement sessions. Children also have access to drinks throughout the day to keep them hydrated. Children's independence in their personal care is supported through excellent hygiene routines. These include the use of liquid soap and paper towels to prevent the spread of infection.

Children have very good communication skills. These are encouraged by the childminder's skilful interaction and use of excellent methods. These include repetition for younger children and for older children frequent use of open-ended questions to effectively challenge them to think for themselves. Numeracy and problem solving skills are also developing well. Children are encouraged to count, match and sort different shapes with excellent support and dedication from the childminder.

Children have access to an abundance of resources and activities that extend their skills for the future. These include using a camera to take photographs of their own activities, which they then stick into their individual scrapbooks. They have access to a computer and printer and are encouraged to print pictures that interest them, which they can colour in. Older children are taught to use the telephone to call 999 in the event of an emergency. All children regularly practise the fire drill to enable them to know what to do in the event of a real emergency.

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