

Inspection report for early years provision

Unique reference number	124663
Inspection date	23/09/2011
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 1996. She lives with her husband and three children aged 18, 17 and nine years. They live in a house in a residential area of Coulsdon, in the London borough of Croydon.

Children have access to the whole of the ground floor, which includes toilet facilities. Younger children sleep in an upstairs bedroom and there is a secure enclosed garden available for outdoor play. The family has a large assortment of pets including three dogs, two snakes, guinea pigs, rabbits, goldfish, chickens and ducks.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, three of whom may be in the early years age group. There are currently seven children in the early years age range on roll, all attend on a part-time basis. 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.

The childminder provides a highly effective learning environment for children. She has an excellent understanding of the children's individual needs and ensures her planning is tailored to their individual interests. As a result, they thrive in her exemplary care and make excellent progress in all areas of their development. Partnerships with parents, carers and others are excellent and make a significant contribution towards meeting children's individual needs. The childminder is a highly reflective practitioner. She 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:

- consider additional ways to support good hygiene in relation to hand drying procedures.

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 recent safeguarding training so that her knowledge of protecting children is in depth and up to date. Contact numbers to enable the childminder to report any concerns without delay are displayed in a prominent location in the home, to allow quick and easy access. These arrangements help promote children's wellbeing and safety.

Children's learning is significantly enhanced by the child centred learning environment and excellent use of resources. Children readily access a wide variety of toys and activities because 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 their 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 feel safe and secure and to build optimum levels of self-esteem and confidence. The childminder values and respects diversity. She provides children with a meaningful range of activities and resources, which increase their understanding of difference and consideration of others. For example, children enjoy activities celebrating a range of festivals and special occasions that help them to develop positive views of different cultures. These comprise of Chinese New Year, Christian celebrations including Easter and Christmas, Hindu festivals including Diwali - the festival of lights and Tulsi which celebrates the Holy bush Basil.

Parents benefit from excellent systems that keep them informed of their child's progress and development. They have regular opportunities to view their child's development folder and share effective verbal and written communication with the childminder. The childminder takes an extensive selection of photographs of the children partaking in various activities. These are added to the compact disc she supplies for each child, which enables parents to keep a wonderful record of their children's early years.

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 also actively involves them in planning and decision making for the learning experiences she provides. The childminder views engagements with parents as essential to the children's learning. She asks them to complete questionnaires to ascertain their views about the service she provides. A selection of these were viewed during the inspection process and evidenced that parents are extremely happy with the care their children receive. Close working partnerships with other professionals involved in the care of the children have also been established, affording the children with excellent opportunities for continuity of care and learning.

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

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

Children's interests and needs are at the forefront of the childminder's planning. This ensures their developmental needs are consistently met to a high standard. A highly effective observation and assessment system is in operation and identifies children's individual stage of development. This informs future planning and helps to identify the next steps in children's learning. The childminder actively encourages parents to become involved in the children's learning. She provides them with a detailed written review each term and invites them to help plan the next steps in their children's development.

Children are fully engaged and enthused to learn, with excellent support provided by the childminder who is clearly dedicated to them. Children are settled and fully absorbed in their activities. Children spend quality periods of time role playing with dressing up outfits. They fully immerse themselves in their imaginative role, for example, as Spiderman.

Children enjoy an abundance of outings and trips. These further promote their learning and gives them an excellent insight into the world around them. For example, they visit local parks to collect conkers and fir cones, visit the library and take part in the yearly book trial scheme and visit numerous local children's centres and play groups where they have opportunities to mix with other children.

Children have very good communication skills that are encouraged by the childminder's skilful interaction. These include repetition for younger children and open ended questions for older children that effectively challenge them to think for themselves. Numeracy and problem solving skills are developing very well. For example, children are encouraged to count the pieces while cutting fruit, complete challenging puzzles and recognise shapes with enthusiastic support from the childminder.

Children have access to a good selection of age appropriate resources that enhance their skills for the future. There is an interactive activity pad and numerous interactive letter and number recognition toys for younger children. Older children have access to various interactive computer and television based games; these support team building and sharing skills as they are only permitted to play as a group and not in isolation.

Children enjoy daily opportunities to play in the fresh air and exercise to the benefit of their good health. Children's independence in their personal care is supported through generally effective hygiene routines, including the use of liquid

soap. However, younger children share a towel when drying their hands which does not fully support the prevention of cross-infection. Children enjoy healthy and nutritious meals and snacks, in close partnership with parents. Children learn about where their food comes from, while taking part in fun and innovative activities such as trying exotic fruits from around the world.

The childminder constantly praises the children. She actively encourages them to attend to their own personal needs and make choices for themselves. For example, selecting and preparing their own fruit at snack time which also helps to build independence and confidence. The childminder has a very kind and caring disposition and displays genuine affection for the children. Children are encouraged to be kind to each other and are gently redirected if they display unwanted behaviour. Children show a strong sense of security and feeling safe in the care of the childminder. Excellent risk assessments both in and out of the home and regular fire evacuation drills, maximises the safety of the children.

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