

Inspection report for early years provision

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Inspection date	25/11/2009
Inspector	Felicity Gaff
Type of setting	Childminder

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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

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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 has been registered since 2004. She lives with her husband and two school-aged children in a house in Caterham, Surrey. The ground floor of the house is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children in all age ranges share the same facilities. The childminder collects children from the local school and attends several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive because the childminder provides exceptionally high quality care. The close and effective partnerships she creates with parents enables the childminder to fully understand and meet each child's welfare needs. Children make outstanding progress because the childminder plans activities that intrigue them. She adapts them skilfully to provide appropriate challenges for children at different ages and stages of development. The childminder continuously reviews the quality of her childminding practice and takes highly effective steps to develop it further.

What steps need to be taken to improve provision further?

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

- improve the organisation of the available space to ensure children always have scope for free movement and well-spread activities
- develop the arrangements for sharing relevant information with practitioners in other early years settings children attend, in order to ensure effective continuity and progression.

The effectiveness of leadership and management of the early years provision

The childminder's thorough understanding of child protection issues enables her to safeguard children from harm or abuse. She makes very good arrangements to protect children from people who have not been vetted. Children's safety is promoted exceptionally well because the childminder undertakes exemplary risk assessments, covering all aspects of her premises and practice. She assesses the potential hazards of all types of outings and only takes children to places where high standards of safety and security are met. On occasion, the organisation of the

available space in her home does not allow well-spaced activities. The childminder's excellent use of risk assessments enables her to identify any adaptations required for children with special educational needs and/or disabilities. She has a very good understanding of how to support the language development of children who are becoming bilingual. The childminder systematically reviews and assesses the quality of the service she offers. She takes effective steps to improve identified weaknesses. As a result she provides consistently high standards of childcare and children make excellent progress.

The childminder forges exceptionally strong, long-term partnerships with parents. She involves parents in assessing the quality of her childminding through regular questionnaires that enable parents to make informed comments on different aspects of the provision. Parents receive detailed written information about the service provided before children first attend. The childminder organises daily opportunities to exchange information with parents informally, as well as through photographs and daily diaries. She allows children to borrow their favourite books so they can share with their parents. Regular review meetings with parents provide opportunities for them to read and contribute to the written records of their children's progress. The childminder understands the value of working in partnership, and regularly exchanges information with most of the other early years settings that children attend.

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

Children make excellent progress because the childminder provides an exceptionally rich and stimulating environment. She uses the information she exchanges with parents very well to ensure children make outstanding progress in all areas of learning and development. Children become engrossed in practical, first-hand opportunities to explore, experiment and find things out for themselves. For example, two- and three-year-old children excitedly described what they saw and felt as they handled coloured ice cubes they had previously made. They talked about what they saw when they added salt to the ice and the childminder helped them find further substances to try, such as sugar and corn-flour. Children are interested in the world around them and share what they observe with adults. For instance, they comment on the patterns the rain makes on the skylight. Activities are planned to give children a real sense of achievement. For example, they make and take home clay diyas to celebrate Divali that are sufficiently strong to hold real tea lights.

Children feel very secure in the childminder's care. They develop their social skills extremely well and begin to form close friendships. The childminder's excellent support for younger children and those new to the setting ensure they are fully included in group play. Children develop their independence well, knowing they can rely on assistance when they need it. For example, they persevere in putting on their own dressing-up clothes before asking for help. The childminder organises activities very well to meet the different developmental needs of the children. This ensures that babies and toddlers are fully involved in using messy materials and outdoor play. The childminder uses clear, positive house rules to help children

understand how their behaviour affects their own welfare and that of others. As a result, children understand the reasons for the good hygiene and safety rules they follow. The childminder plans interesting, practical activities that allow children to talk about and respect different cultural traditions. The numerous photographs of past activities displayed in her home show children how much they are valued. The childminder uses these to create opportunities for children to recall and discuss what they have done and learned. When a child leaves the setting, the childminder gives them an individual memory book of photographs, which enables parents to talk about their child's time in her care.

Children follow a healthy lifestyle and routinely walk to and from school. They develop their physical skills through daily outdoor play, including opportunities to run, balance, climb and slide. The childminder ensures that children with additional needs receive appropriate support. She provides a clean and hygienic home; she follows and teaches good personal hygiene routines to minimise the risk of infection. All the documentation required to support children's welfare is in place. The childminder takes highly effective precautions to ensure children can receive appropriate care in an emergency. She regularly discusses her emergency procedures with children. This ensures they are well protected because they thoroughly understand how to keep themselves safe.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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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

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

Met