

## Inspection report for early years provision

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<b>Unique reference number</b>	EY297964
<b>Inspection date</b>	25/06/2010
<b>Inspector</b>	Amanda Jane Tyson

<b>Type of setting</b>	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 2004 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged six and four years. All areas of the home are available for childminding use. There is a designated play room, kitchen-diner and secure garden for outdoor play on the ground floor. On the first floor are the bedrooms and bathroom. The home is situated within walking distance of The Mead Infant School and Cuddington Community Primary School, parks, local shops and direct bus routes to Epsom and Kingston.

The childminder is registered to care for a maximum of four children aged under eight years; of these two may be within the early years age range, of whom one may be aged under one year at any one time. There is currently one child on roll within the early years age range and one within the later years age range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are thriving in this superb childminding setting. The quality of activities and care provided is exceptional. Children demonstrate high levels of emotional security and are making excellent progress in all areas of their learning and development. Provision for outdoor play, the childminder's partnerships with parents and commitment to ensuring inclusive practice are particular strengths. The childminder is professional, dedicated and enthusiastic. Priorities for improvement are astutely identified and targeted through critical self-evaluation and constant reflective practice. The childminder is extremely well placed 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 undertaking certificated training with an aim to obtaining an early years qualification to Level 3 or beyond.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well. The childminder carries out rigorous risk assessments of her home environment and the places that she takes children to within the community. For example, her home is fitted with numerous child safety gadgets and the possibility of a lost child situation occurring is considered for each type of outing. The childminder has completed child protection training in the past and is familiar with the procedures to follow if she becomes concerned about a

child, although she has no direct experience of dealing with such concerns. The childminder is vigilant about protecting children from un-vetted adults, particularly when using community facilities, and keeps a record of un-vetted visitors to her home. All records and documentation required for the safe and efficient management of the setting are in place, well maintained and very effectively shared with parents.

The childminder makes superb use of time, space and resources to promote play and learning and to develop her own knowledge and skills. The day is exceptionally well organised to ensure maximum use is made of the outdoors and her garden, which is a haven for dynamic play, exploration and discovery. The childminder has an insurmountable and diverse selection of play and learning resources and these are skilfully deployed to enable and encourage children's developing independence. She attends training workshops provided by the local authority and is proactive in using her developing knowledge to make a real difference to the outcomes for children. However, the childminder has not yet had the opportunity to study child development in any depth, which means that she is unaware of how her excellent practice links to theory. Equality and diversity is very successfully promoted. Planning is wholly child-led. This means that the organisation of the daily routine and activities are responsive to children's developing interests and needs. Well-developed systems for tracking children's progress towards the early learning goals, coupled with her reflective practice and use of the Ofsted self-evaluation process ensures a continuously improving provision. This is best demonstrated by her well-targeted and ambitious action plan, for example for creating a sensory garden, a mini allotment, and an information, communication and technology area.

The childminder engages parents fully in her processes for monitoring children's progress and development and in planning for their next steps in learning. They are well informed about the Early Years Foundation Stage. A two-way communication diary ensures consistency and continuity of care and learning for children between their different settings. At the end of the week the childminder shares her informative and astute observational assessments of children and together they identify how and what support they can offer children the following week. Parents describe the childminder as '...very professional, organised and enthusiastic', highlighting the exciting activities, arrangements for healthy snacks and meals and provision of resources as key strengths. The childminder is not, at this stage, involved with any outside agencies in relation to children within the early years age range. However, her ability to establish future partnerships is well demonstrated by her relationship with older children's school teachers. Overall, the childminder's capacity for maintaining continuous levels of excellence is high.

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

Displayed photographs of each and every child, along with their art work, information for parents and a wealth of posters depicting positive images of diversity creates a fully inclusive and welcoming setting. The childminder places high importance on getting to know the individual needs of children and parents prior to and during the early days of placement. She ensures that the parent-child

separation process is sensitively handled, for example through a gradual leaving process to minimise any anxieties. As a result, children are exceptionally happy, are having an absolutely fabulous time in the childminder's care and are making rapid progress towards the early learning goals. Children enjoy a balance of home and community based activities and outings, such as to the library, park, farm and 'stay and play' groups.

Babies demonstrate high levels of emotional security when they are with the childminder. As long as they can see her they are content in the company of visitors and they happily go to bed and sleep peacefully. Babies move around her home with confidence showing a strong sense of belonging and an awareness of safety. For example they realise their limitations when attempting to climb the widely spaced ladder rungs, whereas they persevere, successfully, with the problem of getting out of the sand pit without losing balance and falling over. The childminder watches children closely from nearby, allowing 'risky play' because she understands how this helps children develop self-assurance. The foundations for children to adopt healthy and active lifestyle habits are being laid from an early start. Babies hold out their hands to be wiped before lunch demonstrating a developing understanding of good hygiene practice. They enjoy their snacks and meals because the childminder encourages them to explore their food and feed themselves. She introduces them to new tastes, such as blueberries and takes them strawberry picking. The garden, along with a range of high-quality play equipment, challenges their thinking and understanding, encourages problem solving skills, and offers fantastic opportunities for the development of physical confidence and awareness of the natural and living world. Babies watch the movement of a bumble bee with fascination, listen to the sound of parakeets in the trees using a sound amplifier, dig in the soil where they discover various creatures and are growing their own sunflowers.

Babies squeal with laughter when the childminder engages them in a game whereby on the count of 'three' they drop a toy car from a height causing an almighty splash and experiment with weight, volume and capacity as they transfer water from one container to another. The high quality wooden climbing structure with its look-out tower equipped with a steering wheel, telescope and den-style sand pit and slide provides for an exciting combination of imaginative and physical play. Babies have access to a range of resources which encourage physical dexterity and the development of fine motor skills. For example, they move beads around a zig-zag panel presented on the sides of a superb giant wooden activity cube, use chunky chinks on the wall mounted blackboard in the playroom, and use their fingers to make patterns in sticky substances and paint. Babies are intrigued and gain extensive enjoyment by the contents of the childminder's treasure basket. They immediately recognise the toothbrush, which goes straight to their mouth. A decorating brush provokes giggles as they tickle their own faces and when the childminder puts on a gardening glove, made of rubber and suede, they reach up their hands to playfully smack hers. The childminder provides a truly delightful environment for young 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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