

Inspection report for early years provision

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Inspection date	14/10/2010
Inspector	Denys Rasmussen
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 1994. She lives with her husband and adult daughter in Salford near Redhill, Surrey. The whole house is used for childminding and there is a fully enclosed garden for outside play. The family has three cats. The childminder drives to take and collect children from school. The childminder works with her husband who is also a registered childminder. When working alone she can care for a maximum of six children and when working with her husband they can care for a maximum 10 children. Currently there are 10 children on roll, of which seven are in the early years age range. The childminder supports children with English as a second language. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for a maximum of two children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is an experienced practitioner with exceptional knowledge of each child's individual needs and the requirements of the Early Years Foundation Stage. This coupled with highly effective organisation between the childminder and her co-childminder ensure children make excellent progress in their learning and development in relation to their starting points and have their individual needs well met. Children's individuality is recognised and nurtured by the childminder who has a secure knowledge about each child. Her valuable partnership with parents and others has a significant impact on children's progress. Her effective policies and procedures that reflect her excellent practice ensure children are able to play in a safe, secure and stimulating environment. The childminder's self evaluation and capacity to make continuous improvements has ensured she has been able to maintain exceptionally high standards.

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 snack choices to be more culturally diverse.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding issues and is well aware of her responsibility in protecting children. She regularly updates her knowledge of child protection by attending training and knows what action to take if she has concerns about a child's welfare. The childminder's excellent risk

assessment process and well written policies and procedures reflect her exemplary practice which enable children to play safely both indoors and outside. Children's care is significantly enhanced by exceptional organisation and record keeping ensuring the childminder has detailed information to protect the children's health and safety.

The childminder has a good understanding of how to help children to achieve taking into account barriers to learning. She ensures there is no gender stereotyping of toys and activities and provides a range of good quality resources and activities that challenge stereotypical roles and reflect positive images that challenge children's thinking and help them to embrace differences. The childminder has high expectations of herself and has a strong commitment to continual improvement and to provide an inclusive service. Children, parents and her co-childminder are involved and are a big part of her self-evaluation, which she has used effectively to reflect on her service and identify priorities for improvement. This has helped her to achieve an exceptionally high quality service. She ensures she keeps herself up-to-date by attending relevant training such as children's rights, baby signing, supporting behaviour development, equality and diversity and basic food hygiene.

Trusting and productive relationships have been fostered with the parents and other settings. She respects parents wishes in the care of their child and the effective two way flow of information which is both written and verbal ensures consistency. Parents value her contribution in their children's lives and appreciate her advice and support. They comment on her love, kindness and human warmth where their children develop well and learn wonderful manners in her friendly 'home from home' environment.

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

The childminder has an extremely well organised and very attractively presented 'learning journal' record of each child with observational anecdotes, photographs and children's work. This shows that she has an excellent understanding of where the children are in their development and what she is planning for the next steps in their learning. Parents appreciate this particularly when they are given it when their child leaves the setting as a treasured keepsake of some of their children's early experiences. The childminder uses these observations to ensure that she provides a relevant learning environment tailored to each child's individual needs and has excellent systems in place to ensure she promotes all areas of learning. Children feel safe and secure with the childminder because they have close warm relationships with her, are often cuddled and have realistic boundaries enabling them to play freely and safely.

She uses innovative and imaginative ideas to motivate the children, such as making activity bags which contain story books, play props and activities to engage the

children on a specific theme. For example, after visiting a wildlife centre where the children gained hands on experience with the animals, the childminder purchased puppets and masks to start a 'wildlife bag' to extend the children's interest. The childminder makes scrap books with the children of things that spark their interest so that they can use it as a tool for discussion and recall. The childminder provides fascinating activities to help the children understand the world around them. For example, by watching butterflies grow, planting seeds, exploring outdoors and examining bugs.

Children engage in worthwhile activities to understand themselves and others. For example looking at themselves in the mirror and picking out their colour skin from a choice of foam faces, then making a self portrait. This led to discussion about differences and where their parents were born. Language is supported well through story telling, singing and conversation. Children's home languages are supported by the childminder asking the parents to translate common words and phrases so that the childminder can talk to the children in their home language. This benefits all the children who can learn about languages other than English. The childminder uses props when children are singing particularly when they are singing number songs. This helps the children learn about early calculation.

Children learn to socialise and make friends when they visit the regular groups and are taken on interesting outings to extend their interests. Fresh air and exercise is an important part of the children's daily routine, whether this be using the varied equipment in the well resourced garden or visiting local parks and physical play centres. Children learn about the importance of good hygiene practices through well established every day routines. They know; for example, they need to wash their hands after using the toilet and brush their teeth after meals. There are excellent records that are clear and accurate; for example, any administered medication, any allergies, children's food preferences, sleep periods and home routines. This ensures the childminder has information to ensure children's health needs are met.

The children have access to drinking water at all times and are offered nutritious snacks to encourage healthy habits, although they are not always culturally diverse. the childminder is qualified in first aid, this ensures accidents are dealt with appropriately. The childminder has an effective sick child policy which informs parents when she will not care for their children, both for their own benefit and those of other minded children. This helps to prevent the spread of infection. The childminder works with her co-childminder and both their skills with children complement each other giving the children a high quality service which successfully creates an inclusive and highly stimulating environment where all children's welfare, learning and development is successfully supported.

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	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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