

Inspection report for early years provision

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Inspection date	08/12/2010
Inspector	Alison Weaver
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1997. She has a recognised childcare qualification. She lives with her husband and two children aged 18 and 11 years. They live in a house in West Ewell near to a railway station, parks, shops and schools. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder has a tortoise.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends local carer and toddler groups on a regular basis.

The childminder supports children with special educational needs and/or disabilities. The childminder is a member of an approved childminding network, although currently she does not have any children in receipt of funding for early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy, settled and have a lovely time playing with the stimulating and challenging resources in a caring and friendly atmosphere. They make significant gains in their learning and development, due to the extremely effective interaction of the childminder and high quality assessment and planning. Highly effective partnerships with parents and providers ensure children's individual welfare needs are met and their learning is consistently promoted. The childminder is extremely well organised and demonstrates a very strong commitment and ability to sustain improvement to her provision, in order to benefit children in her care.

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 further the use of the outdoor area as a stimulating learning environment for children.

The effectiveness of leadership and management of the early years provision

The childminder has robust safeguarding procedures. She shows an excellent understanding of the possible signs of abuse and her responsibility to report any concerns she has in order to help protect children's welfare. She gives a high priority to ensuring that all hazards are minimised effectively and that children stay safe in her care at all times. This includes having very good procedures for keeping children safe on outings. Overall, the childminder makes extremely good use of her home and the outdoor area as safe and stimulating learning environments for children. The extensive range of high quality resources are also used exceptionally well to support children's learning. All the required documentation to promote children's safety and welfare is in place and well maintained.

The childminder builds an excellent knowledge of each child's needs and abilities as she works so effectively with parents. She ensures that she gives high levels of support to each child, so that all are helped to achieve. The childminder values each child's background and encourages children to learn about, and respect, differences in society.

The childminder builds exceptionally strong partnerships with parents and other providers. She works extremely hard to ensure that all those involved in the care of an individual child are sharing relevant information so that the child is benefiting from consistency and coherence in their care and learning. The childminder has exemplary systems for keeping parents informed about their child's progress and their next steps for learning. Parents are actively involved in extending children's learning at home, and regularly share their observations of how well their child is achieving at home. This information is encouraged and welcomed by the childminder, as she uses it as evidence in children's individual learning records and to plan further learning priorities for the child.

The childminder successfully evaluates her practices and childcare provision, and this enables her to identify and set realistic targets for future development. She actively seeks feedback from parents and children to help her improve and develop outcomes for children. She also receives regular feedback from her network coordinator that she acts upon. The childminder regularly attends training and workshops to develop her knowledge and skills.

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

Children have a wonderful time with the childminder and thrive in the stimulating and supportive environment. They thoroughly enjoy playing in the dedicated playroom that is made extremely welcoming and attractive to children. Their sense of belonging and self esteem is well promoted, as the childminder displays their work around the room. Other visual displays and posters are effectively used to help develop children's knowledge and skills. Children have fun choosing their

favourite toys from the readily accessible storage that is clearly labelled with words and pictures to aid word recognition. Different play areas in the room mean that children have plenty of space to take part in the varied and exciting activities on offer and develop in all areas of learning.

The childminder is extremely skilled at promoting children's learning through play. She interacts really well with the children, uses very good questioning techniques that help develop children's language skills, and encourages them to express their ideas and thoughts. Her observation and assessment process is rigorous, and the information she gains is used very effectively to guide the future planning and provision for each child. This ensures that every child achieves and makes excellent progress towards the early learning goals whilst with the childminder.

Children's independence develops extremely well as they make their own choices and decisions. They are encouraged to do things for themselves and develop excellent life skills as they confidently explore and problem solve. Their communication and social skills are developing exceptionally well, both with adults and peers. They like to help adults, show a concern for others and are keen to share their resources so that all can join in the activities. Children show an extremely strong sense of security and confidence as they relate to others. They play safely around the home and with the toys. They develop a very good awareness of how to keep themselves safe as they practise fire evacuation and road crossing.

Children show they are developing a very good understanding of size and shape as they play with the farm animals and talk about which ones fit into the trailers. They count with ease and find the correct numerals as they open the advent calendar. They weigh and count the food as they buy produce from the pretend farm shop. Children have great fun playing with the digital camera and other simple technology. They love to sing along to songs and play the musical instruments. They enjoy looking at books with the childminder as they eat their snacks.

The childminder provides a healthy and nutritious diet for children. She helps children to develop an excellent understanding of the importance of healthy eating, through discussion and planned activities. The childminder makes sure that children get plenty of exercise and fresh air. They enthusiastically take part in movement activities and show how well they can do star jumps and stretch their bodies. They talk about being puffed out as they watch themselves in the mirror. Children show an exceptional understanding of good personal hygiene as they talk about the fact that they need to wash their hands, because of the germs that can make them poorly.

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