

## Inspection report for early years provision

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<b>Unique reference number</b>	120539
<b>Inspection date</b>	18/01/2011
<b>Inspector</b>	Catherine Greenwood
<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 1998. She lives with her husband and three children aged 20, 18 and 14 years in Staines, Middlesex. The premises are within walking distance of local transport, school, shops, a leisure centre, library and park. Children have access to the ground floor only, which includes a sitting room/diner, kitchen and bathroom. There is an enclosed secure garden available for outdoor play. The childminder provides a service from Monday to Friday all year round, and negotiates with parents regarding holidays.

The childminder is registered on the Early Years Register to care for a maximum of five 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 also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis. The setting is in receipt of funding for the provision of free early education to children. The childminder holds a National Vocational Qualification level 3 in childcare.

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

Overall the quality of the provision is outstanding.

Children's individual needs are exceptionally well met, due to the excellent partnership with parents, and the childminders secure knowledge and understanding of how to promote learning in an exciting and fun way. The childminders interest in what children say and do, and her ability to develop their learning through questioning and conversation are key strengths of the provision. Consequently, children have a 'thirst for learning' and develop exceptionally enquiring minds. Most aspects of children's learning are fully promoted. This can be seen in relation to the exceptional observation and assessment records. Effective self-evaluation processes significantly contribute to continuous improvement of the provision.

## **What steps need to be taken to improve provision further?**

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

- promote children's knowledge of letter formation through practical activities and a range of different media

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

Children's welfare is fully safeguarded. The childminder has an excellent understanding of child protection procedures, and updates her knowledge by attending additional training. There are effective systems in place to ensure the suitability of all household members. Comprehensive risk assessments are used effectively in practice. The childminder enters into the spirit of children's play with exceptional enthusiasm, and initiates conversation that excites and motivates children. She has clear aims to 'make learning come alive'. The opportunities that children have to take the lead within their play and make independent choices are excellent. Consequently, they are extremely happy and secure. A good range of accessible play equipment and resources inspire children's enthusiasm for learning, and they are consistently included in all opportunities and experiences.

The childminder completes a comprehensive self-evaluation and has an excellent ability to reflect on her own practice in relation to children's learning and development. Her attendance at training sessions has enabled her to develop confidence in how she observes and assesses children's progress, which includes methods to ensure that children are secure in one area of learning before moving them onto the next. She has developed her own systems which match her excellent knowledge of what children can already do, and makes effective use of the Early Years Foundation Stage guidance to develop gaps in their learning.

Partnership with a local childminding network, includes visits from a co-ordinator, and are used as a tool for reviewing and improving the service in relation to the provision of free early education to children. The childminder shares children's assessment records with other providers delivering the Early Years Foundation Stage, joins in with their themes for learning, and plans related activities. The excellent relationships that are established with parents mean that children's individual needs are exceptionally well met. Parents make exceptionally positive comments about the provision. For example, they say 'when we walk away from the childminders home she gives the children everything we want, if not more'.

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

Children make outstanding progress in relation to their developmental starting points. For example, they overcome shyness and develop exceptional self-confidence and communication with others. Consequently, their ability to share what they know and understand is excellent. They form extremely close and affectionate relationships with the childminder. This is evident as during activities they tell her 'I like you best', and often hug and kiss her. Children are exceptionally well behaved, have a very good awareness of the importance of sharing, and help each other during activities. Children are extremely polite and helpful and are encouraged to do things for themselves. For example, they carry

their snack plate to the table, show independence as they cut up their fruit with safe knives, and enthusiastically tidy up the resources without being asked. Children are very happy say they 'like everything' at the childminders home.

Children are confident communicators and have an excellent range of vocabulary. Animated discussions with the childminder include detailed conversations, for example, about items they are going to pack into suitcases as they pretend to go on holiday. Children show interest in looking at books and remember and retell elements of the story to the childminder. They find favourite books such as 'what makes us ill' which the childminder uses for discussion. Children can recognise the sounds and names of letters of the alphabet, and some can write their name, although children's capabilities are not always fully promoted through using a wide range of media to help them learn lower case letter formation.

Children are keen to name colours and shapes and tell the childminder what they know during all activities. They learn to count in numerical order, for example, as they count the number of grapes at snack time, and use programmable toys such as a camera and a remote controlled ladybird. Children develop a positive sense of identity, and are encouraged to notice differences such as the colour of their own and other's hair. Their knowledge of diversity is promoted through using resources such as books, dolls, and a teddy bear in a wheelchair that wears glasses. Children are provided with a wide range of experiences, through which they develop an excellent knowledge of the wider world. These include visits to a variety of places, such as farms, zoos, parks, and historic buildings and gardens. During term time children visit toddler groups, soft play facilities, a Sure Start centre, childminding group and watch the changing of the guard at Windsor. Photographs show children exploring nature as they look down rabbit holes, sit on fallen tree trunks, play 'poo sticks' in a brook, collect leaves, jump in puddles, and listen to the sounds of birds.

Children use large resources such as a slide, climbing frame and ball pool independently and show good control and co-ordination. Children enjoy creative activities, for example, as they make pretend 'cup cakes' using a range of materials and tools such as glue, paint, and scissors. They develop their senses as they squeeze tin foil, smell the paint, and sprinkle small sequins. Their enthusiasm for making their own designs can be seen as they choose to stay at the craft table and choose other resources. The childminder makes suggestions that successfully capture children's interest. Children play musical instruments such as drums with enthusiasm and are encouraged to develop an awareness of rhythm.

Children learn about their own safety. For example, the childminder encourages them to remember about the use of the hot and cold taps for hand washing, and discusses road safety on outings. Her discussion with children whilst they are playing independently means they learn to avoid potential hazards and remain safe.

Children's health is promoted through daily opportunities to play outside. They learn about healthy choices of food, for example, as they talk with the childminder and make 'pretend picnics' on the floor. They enjoy fresh fruit at snack time and are provided with packed lunches by their parents.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

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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	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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