

Inspection report for early years provision

Unique reference number	EY102876
Inspection date	11/01/2011
Inspector	Jo Scott

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 registered in 2003. She lives with her husband and two children aged 15 and 11 years in a house in a residential area of Walton-on-Thames, Surrey. Children mainly use the open plan kitchen/playroom, but have access to all areas on the ground floor. Daytime sleeping facilities are provided on both the ground floor and upstairs. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of five children under eight years. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She offers care to children from birth to teens. Currently she has three children on roll. Each child is in the early years age range, and their attendance patterns vary. There are systems in place to support children with special educational needs and/or disabilities and those with English as an additional language. The childminder has achieved the Council for Awards in Children's Care and Education level Three National Vocational Qualification in Children's Care, Learning and Development. She is a member of the Surrey Childminding Networks, and is accredited to receive the Early Years Free Entitlement funding for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Each child feels valued and included, and the childminder liaises exceptionally well with parents, carers and other professionals involved in young children's lives. This enables her to meet each child's unique needs exceptionally well. Children make excellent progress at their own pace through activities which appeal to their individual interests. The excellent variety of resources available support each child's development and are, in the main used highly effectively. The childminder has a highly reflective approach to all aspects of her provision which is very successful in driving ongoing continuous development.

What steps need to be taken to improve provision further?

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

- extending the use of photographs of activities or a picture exchange system to help children make choices.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a real commitment to and enthusiasm for her childminding role. All documentation is accurately kept up to date, and she has detailed policy documents which outline the operational aspects of her business. These are regularly reviewed and shared with parents. The childminder regularly evaluates her skills to see where she can develop further. This is particularly evident in areas such as her understanding of safeguarding, and the procedures to follow in the event of a concern relating to child protection. Risk assessments are thorough and well thought through so that potential hazards are identified and minimised in the home, and when out on trips in the community.

Careful consideration is given to the accessibility of resources and activities, including those which promote the diverse world, so that children experience excellent opportunities to learn through play. Activities are delivered at just the right level to provide challenge, whilst helping children to practise and develop their skills at their own pace. The childminder sometimes uses pictures to aid understanding and making choices, for example, low level draws are clearly marked so that children know where to find their favourite toys and they are encouraged to make independent choices about what they do. The childminder demonstrates a highly effective reflective approach and proactively seeks the views of parents and children in her systems for self-evaluation. In addition, as part of her role as a network childminder she has regular opportunities for a co-ordinator to assess aspects of her provision with a view to development, and maintaining quality. This has been particularly useful in updating her systems for recording and sharing children's development which work exceptionally well, reviewing promotion of healthy eating, and encouraging positive behaviour.

The childminder has established excellent systems for engaging with parents. The childminder highly values their knowledge of their children and has systems in place to gain regular and ongoing parental input. She recognises and embraces the individuality of each and every child. There are established and effective links with other carers and professionals involved in children's lives, and the childminder uses all information shared to influence her planning and assessment. This results in all activities having very specific individual aims, and succeeds in supporting children to make progress. The childminder demonstrates outstanding skills at working in partnership to best support children. She gives careful consideration to her own development plan, and attends training which has a direct benefit for those children in her care, for example, in relation to communication.

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

Children are confident and demonstrate they feel safe and secure in the extremely warm and nurturing care of the childminder. The childminder introduces children to visitors so that they are reassured when unfamiliar people are in their

environment. Children learn about keeping safe through regular practising of evacuation so that they begin to learn about what to do in an emergency. The children's communication skills are exceptionally well fostered through discussion and signing. Children make their own excellent progress because the childminder plans activities and learning objectives with great care and attention, using the information she has from others involved in their welfare and learning. This means that children have consistent approaches from all parties working together to support progress.

The children are interested in the play and activities the childminder ensures are accessible to them. They respond particularly positively to sensory experiences. For example, they laugh and join in with a game of 'peek-a-boo' using a soft scarf, they sort through a box of natural materials to explore the different textures of pine cones, shells, slate and straw. The childminder talks about the similarities and differences of how each feels and smells and sounds when banged together. Children handle different lids, and plastic animals in dried pasta. They are learning about sorting, matching, and sizing. The childminder's excellent interaction supports children, extends and challenges their thinking, and helps young children to be interested and stimulated to learn.

Children enjoy music. They enthusiastically join in with actions to familiar songs, and they practice their physical skills as they stand and reach up during 'Twinkle, Twinkle Little Star'. They respond proudly to the childminder's ongoing encouragement and praise. This really promotes positive self-esteem and results in children feeling good about themselves. Children learn how to behave. The childminder is consistent, observant, and ensures children are meaningfully occupied. She is proactive in reviewing her approaches so that children are always best supported as they learn to share and co-operate and value each other. Children learn skills for the future. The childminder supports them to develop independence, for example, she introduces role play about eating which helps children to practise their skills and encourages them to eat well at meal times. Children really enjoy being outside. The childminder takes young children for regular walks. The childminder has observed that they particularly enjoy the natural environment of a woodland garden they regularly visit. Children thrive here.

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

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