

Inspection report for early years provision

Unique reference number EY387114
Inspection date 16/03/2011
Inspector Catherine Hill

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 has been registered since 2008. She lives with her husband and one child two years in Tadworth, Surrey. The whole the childminder's house is used for childminding. One room is a designated playroom. There is a fully enclosed garden for outside play. She has one pet cat. The childminder is a qualified primary school teacher.

The childminder is registered to care for a maximum of four children under eight years, of whom two may be in the Early Years age group. There are currently three children on role in the early years age group who attend various days of the week. The childminder also cares for two children aged seven years. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder works in partnership with school which some children attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children relish their time in this delightful relaxed childminding setting in which the childminder provides highly effective care and learning opportunities to promote their emotional, social and intellectual capabilities. The childminder has a good range of resources reflecting diversity, but they are not always available in everyday play. The childminder recognises and values the uniqueness of each child providing a fully inclusive service where each child is nurtured, respected and included. Close working relationships with parents ensures excellent continuity of care. The childminder liaises with schools children attend to further promote their learning in her care. The highly motivated childminder is able to evaluate her practise well and has an excellent ability to develop her childcare provision for the benefit of the children.

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 developing further the availability of play resources which reflect diversity in everyday play

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because the childminder is highly secure in her knowledge of child protection issues and of the procedures to follow if she had concerns about a child's safety. Adults living in the home have been suitably vetted. The childminder has carried out a comprehensive risk assessment of her home and for each outing, ensuring high priority is given to children's safety at all times. The childminder carries out fire drills to ensure children can be evaluated quickly and safely in an emergency situation. Children learn to keep themselves safe as the childminder teaches children about road safety and what to do if they ever got lost. A wealth of written policies and procedures are shared with parents and guide the childminder in her daily practice to promote children's health, safety and welfare. All records and documentation are in place, ensuring the safe and efficient management of the childminding provision.

The childminder has excellent organisational skills and is highly effective in providing a safe, welcoming and stimulating home environment where children thrive. All areas of the house are used for childminding, which helps children to feel very much at home. One room is set up as a dedicated playroom which is very welcoming for children with colourful posters and child size furniture. The childminder provides an excellent range of toys, books and equipment which are regularly rotated to keep children interested in their play and build on their natural curiosity as learners.

Excellent relationships with parents contribute to inclusion and meeting any additional needs children have extremely well. Parent's views about their child's needs and interests are actively sought during the setting in period and on a regular basis throughout their time at the childminder's. They are kept very well informed of their child's day through verbal feedback and detailed daily diaries. Parents are welcome to view their child's photograph book of them enjoying activities and learning profile, so are kept well up to date with their child's progress and learning. Parent's newsletters provide them with detailed information of activities provided, so they are able to continue with their child's learning at home if they wish to. Letters from parents at the time of the inspection show they think extremely highly of the childminder and how their children thoroughly enjoy attending the setting.

The childminder talks to teachers at schools which some children attend to obtain the activity planning. She then uses this information very effectively to provide activities for the children in her care to further enhance and considerate their learning. Children behave very well because they are constantly engaged in purposeful play and activities. The childminder is exceptionally patient with the children and promotes positive behaviour and children's confidence with constant praise and star charts. Children's understanding of diversity and difference is enhanced as they do activities relating to different festivals. They play with resources which promote positive images of diversity, although these are not always easily accessible.

The childminder is a qualified primary school teacher and is very conscientious to continually improve the overall quality of care and education for all children. For example, she plans to organise the storage resources, so children can make more informed choices of what they want to play with and to make her garden more child friendly.

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

Children make significant gains in their learning and development in all six areas of learning, as they enjoy an excellent range of play experiences both inside and outside of the home. Relationships between the children and the childminder are very secure, trusting and warm. The childminder devotes her to the children when they are present and clearly enjoys her role. Right from the start parent's views about their child's needs and interests are actively sought from the parents and on regular basis throughout their time with the childminder. The childminder has an excellent knowledge of the Early Years Foundation Stage and makes highly worthwhile observations of children at play. These are skilfully evaluated and used to plan each individual child's next step of learning and development, ensuring they reach their full potential in relation to their starting points.

There is an excellent balance of adult led and child-initiated activities. The childminder supports their learning very well by playing along side them and teaching them new skills. Children enthusiastically pursue planned activities to make cards and decorate Easter eggs. They thoroughly enjoy looking for mini beasts in the garden guided by the childminder and exploring them closer with magnifying glasses. Children avidly listen to stories read by the childminder and are encouraged to express their ideas about the story and pictures in the books. Their interest in books is further enhanced by visits to the library to choose books. Children use their imaginations very well as they love singing songs with the childminder as they use finger puppets. Children show a real interest in exploring toys that require them to press and turn buttons to make sounds and turn light on. They have great fun developing their numeracy skills, through number hunts in the garden and using clip boards to record house numbers and the number of cars they see. Children express themselves creatively through an extensive range of mediums, such as painting activities, drawing and mark making, dough, using glue to make their own unique pictures and cooking activities. Regular outing to children's facilities helps to develop their social skills and further supports their development as activities encompass the six areas of learning.

The childminder actively helps children develop healthy lifestyles. Children have many opportunities to develop their physical skills as they visit parks to use large apparatus and inside soft play activity centres. Children are provided with nutritious home cooked meals using fresh ingredients. They learn the benefits of healthy eating through helping to grow fruit in the childminder's garden and during cooking activities. Children are cared for and play in a very clean home in which the childminder gives high priority to hygiene procedures. The childminder has a fully stocked first aid box holds a current first aid certificate, which ensures that any

accidents can be attended to immediately.

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