

## Inspection report for early years provision

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<b>Unique reference number</b>	507342
<b>Inspection date</b>	23/03/2011
<b>Inspector</b>	Ann Moss
<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 two children aged 10 and 13 in Salfords, Redhill. The whole ground floor of the childminder's house is used for childminding plus a bedroom and bathroom on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight at any one time, no more than three of which may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged five to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for two children under eight years.

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

Overall the quality of the provision is outstanding.

Children are very happy and settled in the warm and welcoming family atmosphere where their uniqueness is recognised and fostered. They make significant gains in their learning and development, due to the extremely effective interaction of the childminder and mostly 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:

- continue to extend learning opportunities for children to build on their own creative development.

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

The childminder shows a comprehensive awareness of safeguarding issues and policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. She has an excellent understanding of the possible signs of abuse and neglect 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. She carries out

detailed risk assessments and daily visual checks enabling children to stay safe in her care at all times. This includes having very good procedures for keeping children safe on outings. The childminder makes excellent use of her home and the outdoor play 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 effectively with parents. She ensures that she gives high levels of support to each child, so that all are helped to achieve according to their starting points and abilities. The childminder values each child's background and encourages children to learn about, and respect, differences in society through the wide range of activities and the first hand experiences offered such as local outings.

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 in their care and learning. The childminder has highly effective systems for keeping parents informed about their child's progress and their next steps for learning, for instance the childminder ensures there are daily opportunities to exchange good quality information. Parents have access to their child's scrapbook and learning journey, which they can take home. 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. The childminder attends training and workshops to develop her knowledge and skills. This supports continuous improvement.

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

The childminder's 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 have an exciting time with the childminder and thrive in the highly stimulating and supportive environment. They thoroughly enjoy playing in the dedicated playroom that is made extremely inviting and attractive to children, promoting their curiosity and exploration. Their sense of belonging and self esteem

is well promoted, as the childminder displays their art work around the room. Other visual displays and educational posters, signs and symbols are effectively used to help develop children's knowledge and skills.

Children's ability to move seamlessly through the different play areas, indoors and out, means that children have plenty of space to take part in the varied and exciting activities on offer and develop in all areas of learning. They have fun choosing their favourite toys from the readily accessible storage that is clearly labelled with words and pictures to aid early letter and word recognition.

The childminder is exceptionally skilled at promoting children's learning through play. Children's language for communication is developing extremely well as the childminder 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. Children's independence is fully supported and encouraged enabling them to 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. 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 they are developing a very good understanding of size and shape as they play and place small world toys and objects appropriately. Their own creative interpretation is developing very well through their play experiences for instance, they eagerly participate in art and craft activities and handle and arrange materials, such as, sticky back shapes with ease. They enjoy handling books and cuddle into the childminder whilst listening to familiar stories such as 'The Very Hungry Caterpillar'. The childminder uses this opportunity to talk about what they see and includes number and number names. This develops easily skills for future learning.

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. 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 good coordination, for instance, when riding wheeled toys. Children's awareness of good personal hygiene is emerging through the well established daily routines in place.

## 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	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

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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	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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