

## Inspection report for early years provision

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<b>Unique reference number</b>	120357
<b>Inspection date</b>	29/03/2011
<b>Inspector</b>	Cathy Hill
<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 has been registered since 1997. She lives with husband and adult child in a modern semi-detached property in Mytchett, Surrey. Local shops, schools and pre-schools are within walking distance. The ground floor of the house is used for childminding with bathroom facilities upstairs. There is a fully enclosed garden for outside play. The family has three dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may 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 group. She is currently minding three children in this age group at various times during the week. The childminder attends toddler groups on a regular basis. She is a member of the National Childminding Association and Surrey County Childminding Association.

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

Overall the quality of the provision is outstanding.

Children thrive within the childminder's care, where their individual needs are very well known and met to a high standard. Inclusion is positively promoted and excellent partnerships with parents and others involved in children's care and education contributes significantly to children's care and well-being. An excellent range of activities planned for children, together with the overall very good use of resources, provides children with daily opportunities to progress in all skill areas. The childminder is very enthusiastic and dedicated to continuous improvement. She regularly attends training to further develop her own knowledge of early years practice.

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

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

- enhancing the use of resources to support learning, for example, by using key word labels alongside the existing picture labels on toy boxes to further develop children's awareness of print carrying meaning.

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

The childminder very effectively organises her practice to provide children with a happy, safe and very welcoming, family environment for their care, learning and play. She values children as individuals and treats them with equal concern, ensuring they have equal opportunities to flourish and enjoy their childhood. A

wide range of resources are accessible to children both indoors and outside and are used generally very well to support learning. Resource boxes have pictures labels on them so all children are aware of their contents, although they have no supporting word labels to enhance children's awareness of print carrying meaning. Children's welfare is very effectively safeguarded. The childminder has a written policy to support her practice in this area and regularly updates her safeguarding knowledge through attendance at relevant training courses. Children have excellent relationships with the childminder and eagerly turn to her for cuddles showing they feel safe and secure in her care. They play safely as the childminder has risk assessed her home and identified and minimised hazards.

The childminder is highly committed to working in partnership with parents and others involved in children's care and education. Very good communication links are established between children's main carers and this contributes significantly to children's care, with consistent practice applied in meeting children's individual needs. Parents are extremely positive about the childminder's provision and find it is 'a happy stable environment with good structured play for learning and development'. The childminder has reflected on her practice through the completion of a self-evaluation form. She dedicates her time to sensitively supporting children to become confident, independent learners, and the outcomes in children's achievement are high. The childminder seeks feedback from parents about her practice through questionnaires and talks to children to find out what they would like. For example, children have identified they would like a wheelbarrow for when they do gardening activities with the childminder. Since her last inspection, the childminder has addressed recommendations made and has embraced the introduction of the Early Years Foundation Stage framework. She has been proactive in attending training to develop her knowledge of the framework and has successfully implemented development records for all children.

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

Children's behaviour is exemplary. The childminder has high expectations with regard to behaviour and manners, and children demonstrate excellent manners as they follow her positive example. Children are extremely confident and have high self-esteem as a consequence of the praise and encouragement they receive from the childminder as they play. They play very amicably together and happily share resources, such as construction bricks. They take responsibility for their environment as they all help tidy toys away before getting others out. Children show pride in what they have achieved and eagerly go to the childminder to show her a collage rabbit card they have made and written their name in. They are totally relaxed in the familiar environment of the childminder's home and move around confidently and safely. They take part in practises of the childminder's emergency evacuation plan and understand how to keep themselves safe when out with the childminder, knowing they only cross roads when they are clear of traffic.

Children have excellent opportunities to develop their future skills through both

free play and planned adult-led activities. The childminder maintains learning journey records for all children and tracks their progression towards the early learning goals. Children are making outstanding progress with their learning and enthusiastically engage in purposeful play. They sit together to build a model of a castle from construction blocks. They talk confidently about the different colours of the blocks and recognise and name different shapes, for example a triangle. They use their initiative when designing and making the model and use a row of similar shaped blocks to be a river through the model. They are confident with numbers and talk about how they are keeping two figures out of another box of construction to play with in the castle. The childminder encourages children to reinforce their understanding of the sequence of numbers as she encourages them to count the number of pig figures she has lined up. She supports children's language development by echoing back certain words children say to confirm she has listened to them and to reinforce the correct pronunciation. Children understand routine hygiene practices and wash their hands before eating, drying them on their individual towels. The childminder provides children with healthy meals and snacks, and children have learnt about healthy eating through a range of activities linked to a project on this topic. They have made a fruit salad and smoothies and a healthy food plate. They freely play outside in the fresh air when they choose, for example when they decide they want to wash their dolls outside. They have learnt about the wider world through activities linked to topics, such as wildlife and jobs people do. When learning about different jobs, children dressed up as members of the police and fire service, and as a chef and hairdresser.

## 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	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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