

Inspection report for early years provision

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Inspection date	06/04/2011
Inspector	Amanda May
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 1989. She lives with her adult daughter and son in Chobham, Surrey. The property is close to local schools and amenities and there is a park nearby. The whole of the property is used for childminding with toilet facilities available on the ground floor and sleeping facilities available upstairs. There is a fully enclosed garden available for outside play and the family have no pets.

The childminder is a member of the National Childminding Association and attends the local childminding groups. The childminder is registered under the Early Years Register to care for a maximum of six children under eight, of whom no more than three may be in the early years age range. There are currently three children on roll in this respect. She is also registered to provide care under the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Exceptional relationships with parents and highly effective self-evaluation ensure the childminder is best placed to support the children in her care and develop her provision with well targeted and carefully planned improvements. Children are making substantial gains in their learning and development and the childminder is dedicated to ensuring their happiness and security as they have fun and enjoy the learning experiences she offers them. The individual needs of children are very well researched and close partnership working with parents and others in most cases ensure that their needs are met and their protection is assured. Outcomes for children are significantly good and exemplary in most aspects.

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 partnerships with other early years' providers which children attend in order to support children in their learning and development and further develop consistency and coherence between settings.

The effectiveness of leadership and management of the early years provision

Highly effective procedures are in place to ensure that the children who attend are kept safe. The childminder is extremely confident in her safeguarding procedures and has attended training to enhance her awareness even further. Risk

assessments are in place and monitored very well to ensure that the environment which children play in is safe and secure. The childminder reviews her service enthusiastically and has a full awareness of aspects of her setting which would benefit from being slightly adjusted. Children's views are highly valued and she offers children a variety of ways to participate in sharing their ideas, such as through using questionnaires, discussion and voting systems to decide on the places they would like to visit in the holidays. The childminder is ambitious in what she hopes to achieve and carries out rigorous and extensive monitoring to ensure that the improvements and developments made to the setting are well targeted and meet the children's needs exceptionally well.

Parents explain that they are fully satisfied with the care their children receive and the childminder takes extra care to ensure they feel involved and that their views on their child's development are actively sought. An example of this is where parents share their own observations of how their child is developing whilst receiving regular feedback from the childminder about how she plans to use specific activities to support their child's next steps. This encourages extended learning within the home and demonstrates excellent partnerships with parents.

The childminder has begun to make good relationships with other early years setting's which children attend and has approached them to introduce herself to promote partnership working, although further attention to this would be beneficial. The childminder ensures that the needs of children who have special educational needs are met and has worked previously with agencies and health visitors to ensure that she is fully aware of how best to support each child, working closely with other professionals who are also involved in the child's care. The childminder is eager to support children in their developing awareness of the wider world and includes activities to support their interests, such as making Chinese dragon masks to celebrate Chinese New Year. Resources are also available to reflect different cultures, such as musical instruments and some role play costumes which help them to develop an awareness of cultures and traditions different to their own.

Children confidently access the toys and equipment which interest them and eagerly utilise a wide range of craft resources to develop and extend their own play. The childminder is fully aware of children's interests and seeks resources to support these, ensuring that children benefit highly from the activities offered. She also deploys herself exceptionally well to ensure that each child receives high quality interaction from her during their play where beneficial. Children frequently include the childminder in their activities, demonstrating their feelings of security and comfort whilst they are in her care.

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

The childminder has a full and thorough awareness of how to support children achieve through their play and plans a balance of adult-led and child-initiated play opportunities to extend their awareness and to promote their curiosity and

interest. The childminder has exceptional and meticulous plans in place to ensure that observations made of children are useful and lead on to future activities which encourage them to build on the skills which they already have. The childminder reviews her observations regularly to ensure that she identifies each child's next steps in learning and also ensures that any gaps in learning are identified and supported. Children are making exceptional progress as a result.

Children giggle excitedly as they enjoy being active in their play. They climb through tunnels and explore how they can manipulate their bodies, such as standing on the tips of their toes and balancing. The childminder encourages their interest and provides additional challenge very well, for example as children announce that they are doing exercises, the childminder spontaneously gives children different challenges and children excitedly respond, developing an awareness of their bodies and the benefits of keeping active. Children are confident and self-assured as they support one another and explain confidently about how to keep themselves healthy, such as when a child reminds other children and visitors that they need to remember to wash their hands to ensure that they 'don't get germs'. Children are also exceptionally aware of risks and how to keep themselves safe as they are fully involved in looking out for potential hazards when they are on outings. For example, the childminder has laminated colourful posters where children are encouraged to mark off a check list, including reminders such as closing gates after them, wearing appropriate clothing depending on the weather and behaving safely near open water. Children are also very aware of safety within the home such as through practising fire drills and enjoying the challenge to evacuate the home quickly, using stop-watches to time one another and being challenged to think about what exit to use to ensure their safety.

Children co-operate and play together beautifully. Older toddlers invite younger children into their play and often independently thank their friends for sharing with them. Children particularly enjoy creative play and devise their own imaginary games together, such as when they decide to put on a show. They eagerly work together to move the equipment and resources they will need, including stools for the audience to sit on. The childminder is fully aware of how to provide support and encouragement to children in their play and is also aware of when best to observe, allowing children to extend and develop their interests independently. The childminder also demonstrates her extensive ability to promote children's understanding through taking account of their personal interests and experiences. Children who are expecting the arrival of a new baby in the family are supported through the childminder developing a theme about bodies. This has helped to support children learn about the differences between people of different ages as well develop their awareness of shape and measure, such as when they measure their own bodies and compare the length of their legs to their friends.

Above all, children delight in their learning and the childminder is imaginative in the activities she offers children, leaving them inspired and engrossed in their play. Children are active learners and visibly enjoy taking responsibility for their own care routines and when labelling their completed art work, showing confidence as they make written marks which hold meaning. As a result of the activities and care provided, the childminder ensures that children are fully equipped with the

fundamental skills which will support them in their future learning.

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	2
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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