

Inspection report for early years provision

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Inspection date	07/06/2011
Inspector	Helen Penticost
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2000. She lives with her husband and children in Walton-on-Thames, Surrey. Minding takes place on the ground floor, with one first floor bedroom being used for sleeping purposes only. The house is situated close to local parks and amenities. The childminder is a member of the National Childminding Association (NCMA). She is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age group and of these, not more than one may be under one year at any one time. She is currently minding five children in the early years age group. She also offers care to children aged over five years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely effective at meeting children's needs because she has an excellent understanding of how children learn and develop, therefore they make excellent progress. Highly effective systems are in place for working in partnership with parents, which ensures consistency and cohesion and communication with others providing early years care is good overall. The childminder has a highly positive attitude towards her own professional development which in turn strongly promotes continuous improvement.

What steps need to be taken to improve provision further?

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

- maintaining a regular two-way flow of information where children attend another early years setting, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is highly organised and all of her regulatory paperwork is maintained in an outstanding manner. Her knowledge and understanding of potential hazards ensures that children are kept safe all times. For example; thorough written risk assessments that fully reflect the setting are in place and updated regularly. Children are fully safeguarded as the childminder is very clear in her role in highlighting and reporting any concerns that she may have. The childminder promotes home safety with the children. They regularly practice the

emergency evacuation procedures which are then recorded and evaluated. This helps children to understand about keeping themselves safe in an emergency.

The childminder has carried out an excellent evaluation of her service. She has critically analysed the way she works through the completion of written self-evaluation and through seeking the views of both the parents and the children at her setting. The childminder has an excellent commitment to improving her own knowledge and expertise and keeps current with new initiatives in childcare. Her exceptional professional development is shown by the courses she has attended. Her plans for the future of her setting include the completion of a quality assurance scheme to support her in providing high quality outcomes for children.

Children flourish in the extremely child orientated setting where they self-select from a vast range of high quality toys, resources and equipment. The dedicated playroom is very well organised ensuring that resources are all stored at low level to help them to gain confidence in making independent choices. Within the playroom the childminder displays children's work and posters, including children's family trees with photographs of their loved ones, which promotes children sense of belonging. Resources throughout the setting develop children's awareness of disability, gender and race and she has an excellent attitude towards equality and diversity issues and promotes these with the children. The childminder has attempted to engage with other providing early years care and education and fully appreciates the need to develop a method that is effective for all concerned.

Partnerships with parents, carers and children are exceptionally well established. The parents receive copies of all her written policies, including a child protection policy and she asks all parents to sign to say that they have read and will abide by her policies and procedures. The childminder maintains contact books for the children and regular verbal discussions about their children take place daily with parents. This means that children receive excellent, consistent care because regular discussions of their needs take place. The parents provide the childminder with information about their starting points, likes, desires and interests which enables her to plan for their individual needs immediately. She records what children do and achieve through written observations and photographs.

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

Children are exceptionally well supported in their play and learning experiences. Their likes, interests, desires and learning needs are embraced as they access the extremely warm and welcoming environment. Children's behaviour is exceptional and they are fully supported through the positive role model provided by the childminder and her calm, caring and consistent approach. The childminder has developed strong bonds with the children in her care and they quickly settle for their morning naps and approach her for cuddles and reassurance. Their sense of belonging is fully embraced as they wonderful creations of art work are effectively displayed on the walls of the playroom and beyond. Children undertake outings, for example they visit the local library, which enables them to socialise with others

within their community. The children are encouraged to think for themselves and make their own decisions. This promotes their reasoning skills and helps them to develop some excellent skills for the future. They use a range of information and communication technology such as interactive toys.

Children enjoy reading books with the childminder and she positions them so that they can see the words as well as the pictures. She has an excellent range of factual and fictional books for the children to choose from. Children chat readily with the childminder who responds clearly to their talk; she confidently repeats and models key words to promote their language development. Their creative talents can be seen in their artworks which are displayed. Children particularly enjoy playing in the garden with the wide variety of toys available and they make sand castles or draw with chalks at the easel. The childminder develops children's learning particularly well by introducing mathematical concepts, such as counting and colour recognition in their everyday play.

Children's health is exceptionally well promoted as they enjoy healthy snacks and home cooked meals, which take in to account their individual dietary and medical needs. Children are able to attend to their own personal hygiene needs and they access their own towels which are clearly indicated through their own personalised labels. Children have an excellent understanding about the foods which are good for them. They are consulted about what they want to eat and their ideas inform the menu for the following week. They choose from a wide range of food which is healthy and nutritious. The day's meals are displayed on a chalk board in the kitchen. Drinking water is accessible to children at all times. Excellent procedures are in place for recording accidents and medication; the childminder ensures she is able to respond appropriately if children have an accident as she has completed an appropriate first aid qualification.

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	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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