

Inspection report for early years provision

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Inspection date	05/04/2011
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.

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Description of the childminding

The childminder was registered in 1995. She lives with her husband and one of her three grown up daughters in Lingfield, Surrey. The whole of the ground floor of the childminder's house is used for childminding, plus a first floor bedroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age group and six on the Childcare Register. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She walks and drives to the local schools, parks and shops. The childminder regularly attends a toddler group. The family has a pet rabbit. The childminder is a member of an approved Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the care of the childminder as their welfare; learning and development needs are expertly highlighted and met. They have countless opportunities to explore all areas of learning through highly stimulating first-hand play activities and therefore, they make excellent progress. The childminder has a highly positive attitude towards her own professional development which in turn strongly promotes continuous improvement. She has an exceptional awareness of her strengths and weaknesses and has clearly identified area that she wishes to improve. Highly effective systems are in place for working in partnership with parents and others providing early years care, which ensures consistency and cohesion.

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 current system for indentifying children's next steps in their learning and development.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded as the childminder is very clear in her role in highlighting and reporting any concerns that she may have. 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. Required documentation is in place and is maintained exceptionally well and is stored effectively to maintain confidentiality. The childminder's knowledge and understanding of potential hazards ensures that children are kept safe at all times. For example; thorough written risk assessments that fully reflect the setting are in place and updated regularly, all adults living in the household have been checked and children are supervised at all times and children are never left unsupervised with a person who has not been suitably checked. The childminder practices fire evacuation with the children which ensures that they can protect themselves in the event of a fire and the childminder maintains a clear log of these drills. The childminder has an excellent commitment to improving her own knowledge and expertise. For example, she has completed a level three qualification and is accredited which enables her to receive educational funding. The childminder has completed written self-evaluation which is fully effective. For example, through this system she has targeted areas for enhancement. Such as the need to develop her system for recording children's next steps in their development to fully secure this area of each child's learning journey.

Children access an 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. Resources throughout the setting develop children's awareness of disability, gender and race and the childminder boosts these with equipment from the toy library. Within the playroom the childminder displays relevant notices for parents alongside children's work and photographs, which promotes children's sense of belonging. The childminder has a very good understanding of how to provide an inclusive environment. For example, she enables all children to participate fully in all that they do and she provides a well written policy and procedure, which reflects her own setting and attitudes. They celebrate many festivals which enables all children to have a sense of belonging and develops their understanding of a wider world.

The childminder has developed exceptional partnerships with parents, carers and children. Parents are made to feel extremely welcome in the setting through written and verbal feedback at the beginning and end of each day. The childminder seeks the views of children and parents and they comment that the childminder 'is always flexible if I need to change the days I work', and 'I know that my child is safe and well and cared for exceptionally well'. 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. Highly effective systems are in place for communicating with others providing early years education which ensures consistency for the children.

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

Children make exceptional progress in their learning and development and they thrive in the child-centred environment. The childminder is fully supportive at all

times and uses her knowledge of each child's development to enable them to progress and she ensures that all children are fully included. Children develop an awareness of how to keep them and others safe and healthy through gentle reminders from the childminder. For example, they know that small objects must be kept away from younger children to ensure that they don't put them in their mouths. They adopt effective routines for hand washing where they use anti-bacterial soap and individual hand towels, they cover their mouths when they cough and use tissues to blow their noses. They learn about the importance of good dental hygiene as they clean their teeth and discuss when milk teeth grow and then subsequently fall out.

Children's communication skills are developed as the childminder introduces new vocabulary and extends conversation. She also uses sign language to aid the communication skills of the very young. Children's love of books and stories is fully enhanced through spending quality time with the childminder looking at books and reading stories. They use story sacks for example, while reading a book about zoo animals that children search in the bag to find the corresponding animal which they then talk about. Children giggle with delight as they pretend to be humpty dumpty as they sit on the childminder's lap and pretend to fall off the wall. Children's understanding of problem solving, reasoning and numeracy is fully enhanced. For instance, they see how many birds visit the garden and they record their findings as a tally chart, they predict and then count how many pieces of modelling dough they have and they freely count object such as the counters that they use for a game. Children behave very well and they are supported extremely well by the childminder who is consistent in her strategies, supervises children well and offers lots of praise and encouragement for positive behaviour. Children's faces beam with delight as they make 'high fives' with the childminder as a positive reaction to a great achievement.

Children self-initiate their play experiences and thoroughly enjoy making shapes and patterns with the modelling dough and use scissors with increasing skill to cut it into smaller and smaller pieces. Children's large muscles skills develop as they ride on tricycles, climb and crawl through tunnels and have a ride on the garden swing. They undertake outings both within their local community and also visit places further afield such as parks, castles and farms. Children use a very wide range of information and communication technology. For example, they expertly operate the mouse to navigate their way around the age and stage appropriate computer game and they insert tapes into the machine and discuss that they need to turn the tape over if it keeps on stopping as it is at the end. Children learn about sustainability through planting seeds, tending to the plants and then harvesting their crops and they also make works of art from using recyclable materials.

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