

Inspection report for early years provision

Unique reference number	EY419216
Inspection date	07/06/2011
Inspector	Amanda Tyson

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 registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register in 2010. She is NNEB (National Nursery Examination Board) qualified. The childminder lives with her partner and their two children, one is in the early years age group. The home is situated in Ashted in Surrey and within walking distance of the High Street, local schools and parks. All areas of the home are available for childminding but most play activities take place in the rear reception room, the kitchen/diner and fully enclosed garden. The childminder takes children out in her car and for walks within the community.

The childminder is registered to care for four children aged under eight years; of these, two may be within the early years age group; and of these one may be aged under a year. The childminder works full time and is currently caring for three children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is an experienced early years practitioner. Using her existing knowledge and skills she has made a strong start to her business. Children's welfare is very well supported and safeguarded. Activity planning is rich in learning opportunities and skilfully tailored to meet children's individual needs. Partnership with parents is given immense priority and is highly effective. The childminder has successfully focused her priorities on settling the children into her care and creating an environment that fosters a strong sense of belonging in children. She is a reflective practitioner who focuses on improving the outcomes for children. She has yet to identify a professional development plan to enhance her existing knowledge and skills. The capacity for improvement is good and the childminder is very well placed to achieve her vision of excellence.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a professional development plan that builds on existing knowledge and skills, for example beyond that of a Level 3 qualification; consider exploring the concept of schemas, and the complexities of speech and language difficulties.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure and highly welcoming environment. Risk assessment is rigorously and consistently undertaken; for example, in preparation for a new baby to start and before taking children on outings. The childminder has a well-developed understanding of child development and of her safeguarding children responsibilities. Children's welfare, care, and learning are skilfully monitored through observational assessments and outstanding partnership working with parents. All records and documentation required for the safe and efficient management of the setting are in place and well maintained.

High-quality toys and learning aids are organised to provide a stimulating, enabling and inclusive environment. The outdoors is maximised as a natural playground and learning environment. The childminder is beginning to network with other childminder's. She makes good use of the internet and is keen to make use of local training opportunities in the near future.

The level of parental engagement is inspirational. Parents are fully involved in planning, supporting and extending children's learning and development. This begins prior to placement with an individually tailored settling-in procedure. Learning journey records are beautifully documented and tracked through observational assessments. The childminder and parents maintain a running commentary of children's current and developing interests, through a daily diary. Parents are provided with comprehensive written information to explain the regulatory and operational policies and procedures. Unsurprisingly, parents are delighted with the service provided. They particularly appreciate the 'considerable effort to stimulate children through outdoor adventures', 'suggestions she gives for home activities' and 'valuable information detailed in the daily diary'. The childminder is working hard to establish the same quality of partnership with other settings that children attend.

Equality and diversity is at the heart of the childminder's practice. She has been proactive in implementing a process of self-evaluation. Priorities for improvement focus on children's individual needs and interests; for instance, a toy sushi set provoked a love of restaurant play and an awareness of cultural differences. This has led to the current drive for obtaining a wider range of resources to extend children's understanding of diversity. Future plans include nurturing the growth of butterflies from baby caterpillars and accumulating resources to support special educational needs. The childminder intends to join the local childminding network to keep up to date on early years issues. Evidence strongly suggests that this is a progressive setting with a strong capacity to sustain ongoing improvement.

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

A parent commented that 'children are thriving in the childminder's care and clearly feel safe and secure'. The settling-in process involves children's families. Their photographs and voice messages are added to an electronic photograph album. This is particularly reassuring for young children who are experiencing parental separation for the first time. Children are inspired by the childminder's play and learning resources, which are steadily being supplemented; for example, children enact tossing a pancake in the delightfully realistic home-corner. A superb wooden Japanese sushi set has ignited a growing interest in restaurant play, as well as raising awareness of cultural differences. Although children's learning journey with the childminder has only just begun it looks set to be an exciting one.

Children confidently express their own ideas and are beginning to share their worries. They move around helping themselves to resources. The childminder makes very good use of books alongside sensitive activity planning, to deliver moral messages and prepare children for times of change. They learn the green cross code, about stranger-danger and what to do in the event of a fire. With subtle guidance from the childminder children plan the weekly snack and meal menu. Regular cooking activities further encourage their interest in different types of food. Pictorial reminders for flushing the toilet and washing hands, prompt good hygiene practice. Children are developing a love of the outdoors, where activities are becoming more and more adventurous; for example, they search for treasure using a metal detector, listen to the sounds of nature using a sound amplifier, climb trees, and play hide and seek during trips to wide open spaces. Children are physically challenged when using climbing apparatus at local play parks and have fun throwing themselves around in a foam pit at the local children's gymnasium.

Literacy and numeracy skills are encouraged during pretend play, for example, as they take orders for sushi in the 'Japanese restaurant' and count money from the cash till. Children learn how to use chopsticks and become familiar with different types of script depicted on packaging and real menus. Children enjoy making dinosaur dens in the garden. They have opportunities to use the computer, a working camera and are challenged by the two-way walking radio. Children take the lead in telling stories by interpreting the pictures. The childminder uses these cosy book sharing moments to engage children in discussion about the natural and working world; for example, they learn that chickens lay eggs for people to eat but if birds lay eggs you must not take them from the nest.

Children's progress is carefully monitored. Planning is responsive to children's requests, the childminder's noted observations of their developing interests and information provided by parents about weekend exploits. For example, following a weekend visit to the Natural History museum a dinosaur theme was the topic for a while. Children have good opportunities to create and design with paint, sand, construction sets and recyclable food packaging. The environment is being carefully prepared for the imminent attendance of younger children; for example, a treasure basket full of everyday and natural objects and items that all look and feel

different.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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