

Inspection report for early years provision

Unique reference number	121006
Inspection date	08/06/2011
Inspector	Jennifer Devine
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 in 1997. She lives with her two adult children and one child aged 15 years in Staines, in the borough of Surrey. The childminder uses only the ground floor of her premises for childminding purposes and there is a secure enclosed garden for outdoor play.

The childminder is registered to care for six children at any one time, of whom three may be in the early years age range and she is currently minding three children in the early years age group and two children over eight years. One child receives nursery education funding. The childminder is registered on the Early Years register, and the compulsory and voluntary parts of the Childcare register.

The childminder is a member of the Surrey Childminding Network and is an accredited childminder. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, the quality of the provision is outstanding. The needs of the children are exceptionally well met and they are making excellent progress in their early development. This is due the childminders excellent knowledge of providing an overall child focused, stimulating environment where she plans activities to sustain their interest and develop their early skills. The provision for children's safety and welfare is exemplary.

She works closely with parents to ensure she meets the individual needs of each child. The childminder is enthusiastic and fully committed to continually monitoring her childminding provision so that she provides and maintains a high quality service.

What steps need to be taken to improve provision further?

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

- improve the opportunities for young babies to explore and investigate objects using a range of everyday materials

The effectiveness of leadership and management of the early years provision

The childminder fully understands the importance of safeguarding children in her care and is very aware of the procedures to follow if she is concerned about a child. All adults within the home have had Criminal Records Bureau disclosures

completed. The childminder has an excellent awareness of protecting children's overall safety in the home and when outdoors. Clear and comprehensive risk assessments are conducted and this ensures children are cared for in a secure, safe environment at all times.

The childminder is highly committed to her professional development and uses the self-evaluation process very well to aim to bring about continuous improvements to her setting. The childminder keeps up-to-date with new legislation and good practices by attending regular training courses.

The childminder provides an inclusive environment for all children and families. They are well supported as the childminder is fully aware of individual children's needs, routines, likes or dislikes through having in-depth discussions with parents before their child starts. This ensures they receive a smooth settling-in time and feel emotionally secure in the childminder's care. The childminder plans trips out to several community activities such as to the children's centre and this helps children socialize and develop an understanding of the world around them. The childminder has a full awareness of the importance of embracing diversity and has many resources within the home reflecting positive images. She plans many activities throughout the year around festivals which helps children gain an awareness and value differences.

Children are able to move freely and independently around the home and garden, whilst still under the close supervision of the childminder. The home and play resources are organised exceptionally well to enable children to make choices freely and safely. Children can choose from a wide range of age appropriate toys stored at a low level to support their increasing independence.

The childminder has an excellent partnership with parents. Detailed information is gathered from parents about the child and together with a gradual settling-in time enables the childminder to really get to know the children and make them feel secure in her care. Parents are kept very well informed about the child's day through the use of a daily diary, text messages and verbal feedback. The childminder also shares her developmental records with parents, allowing them to take them home to enable them to become fully involved in their child's learning. The childminder obtains parents views by asking them to complete a feedback questionnaire on a regular basis. Parental comments indicate they are extremely happy with the care and education provided.

The childminder is fully aware of developing partnerships with other agencies. She has excellent links with the local playgroup and school and shares developmental information to ensure she provides continuity of care and learning.

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

Children are extremely settled and happy within the childminder's home and are making exceptionally good progress in their early development. The childminder has an excellent understanding of the Early Years Foundation Stage. She has developed extremely effective observation and assessment methods and is fully aware of the importance of these to ensure they clearly identify children's achievements and their next steps for learning. The childminder is very committed to updating the developmental profiles and spends time collating information and

adding photographs which demonstrate children enjoying themselves and achieving in their play.

The childminder is fully aware of each child's uniqueness and she creates an environment which enables children to develop their confidence and become inquisitive and competent learners. Young babies' needs are met exceptionally well as the childminder provides a loving and caring homely environment. The childminder sits with the babies and encourages them to explore and develop their inquisitive minds. They have great fun as they explore the pop-up toys and are developing their physical skills as they bang the lids shut and then begin to explore how to press the pop-up buttons. The childminder is knowledgeable about the importance of developing children's love of books and young babies show interest and skill in how to look at them. They thoroughly enjoy looking at baby sound books and babble away as they explore these. Babies enjoy investigating a few natural materials however; the childminder has not, as yet considered providing more everyday objects to fully support their emerging exploration for heuristic play.

Babies have good opportunities to develop their physical skills as they have space to move, roll and crawl around to explore their environment. The childminder has equipment to support babies emerging walking skills such as push-along walkers and trolleys. Children have good opportunities for outdoor play as go out every day for fresh air when they visit local parks and they enjoy visits to the children's centres which enables them to begin to socialise.

Pre-school children thoroughly enjoy their time with the childminder. They affectionately greet her on their arrival home from school and settle quickly into the home. The childminder provides an excellent balance of structured and child-led activities that engage them fully. Pre-school children make choices about their play, understanding that with some toys they need to sit up away from the younger children because of small pieces and happily settle at the table to play imaginative games with many different small world figures. The children's individual developmental records indicate that the childminder ensures all six areas of learning are given equal priority.

Children's individual dietary needs are well known by the childminder. Currently parents provide most of their children's lunches, and the childminder often provides an evening meal, as required. Personal hygiene routines are well established to support children in developing their understanding of the importance of good hand washing. Pre-school children know why they must wash their hands and are very independent in these skills. The children have regular healthy snacks provided and their drinks are accessible at all times. Young babies are offered their bottles of milk as required and snuggle up with the childminder to drink their milk, feeling secure and content following their feed. The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. Children do not attend if they are unwell. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately.

Extremely strong emphasis is given to promoting good behaviour. The childminder gently reminds young children about sharing and taking turns and her calm approach promotes a relaxed and positive environment for children. Children's safety is paramount. The childminder ensures her home and garden provide a safe and secure environment for children and she reinforces children's understanding of keeping safe when outdoors by ensuring young children are safely harnessed into the pushchair, walking with safety reins on or holding hands and can only run

freely when they are in safe place. She reinforces road safety at every opportunity to make sure children develop an awareness of keeping themselves safe.

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

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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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