

Inspection report for early years provision

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Inspection date	05/07/2011
Inspector	Catherine Greenwood
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 1988. She lives with her husband and one adult child, in a residential area of New Haw, Surrey, close to local parks and schools. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time; of these, not more than three may be in the early years age group. There are currently four children on roll in the early years age range. The setting is in receipt of funding for the provision of free early education to children. Children have access to the ground floor rooms and move freely between the lounge, dining room, kitchen, play equipment storage area, downstairs cloakroom and secure garden. The childminder is a member of the Surrey Childminding Network and the National Childminding Association. She has a Diploma in Pre-School Practice and an NVQ Level 3 in Childcare as well as a Quality Assurance Scheme Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's exceptionally positive and motivated approach towards children's learning and development, is a key strength of the provision. This can be seen in relation to the outstanding records of children's progress, and the wealth of additional training the childminder has completed since the last inspection. This has improved outcomes for children. Excellent partnership with parents and others means children's individual needs are extremely well met. Some minor aspects of good practice have been overlooked.

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 range of natural and creative resources, for children to use independently within their play.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded, because the childminder has an extremely secure knowledge of child protection procedures. She updates her knowledge by completing additional training such as 'What to do if Safeguarding Children Update Workshop'. Comprehensive risk assessment records are regularly reviewed to ensure children's safety.

The childminder's enthusiasm for making continuous improvement to the provision is outstanding. This is achieved through the use of a detailed self-evaluation record and consultation with parents, to ensure children's individual needs are fully met. Since the last inspection, the childminder has implemented changes to the provision. For example, she has become more selective of the training she attends, such as time management, which has helped to improve the quality of the children's developmental profiles. The organisation and variety of play equipment, successfully promotes children's independence and enthusiasm within their play. For example, they choose resources from a dedicated walk in storage area, where play equipment is organised on low-level shelving. The childminder adapts the environment according to the changing needs of the children, and uses the garden as an extension of the indoor play area.

There is a good range of resources that help to promote children's knowledge of diversity. For example, play figures of different ages and racial origins, dolls, puzzles and books. Children make 'dragons' for Chinese New Year and decorate mini pancakes for Shrove Tuesday. They also take part in activities related to the Royal Wedding, The Olympics, St David's Day, and St Valentine's Day. Consequently, they have excellent opportunities to learn about the wider world.

The childminder embraces her role as a childminding support coordinator and provides inspiration, support and guidance to other childminders. She establishes communication with other early years provisions that children attend, and shares targets for their individual development. This is used successfully to help them make progress. Parents are provided with exceptional information about their child's developmental progress. This information is supported through the use of a daily diary and individual learning journey, both of which parents take home to look at on a regular basis. This helps to promote continuity in children's care and learning. Letters from parents show they are extremely happy with the provision. For example, they say, 'I believe the childminder has the patience of a saint, is very flexible, friendly and whole heartedly cares for the children'.

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

The childminder provides a wide range of activities and experiences that include all the children. Her exceptionally positive, patient and caring approach and her understanding of how to promote children's learning in a fun and relaxed way, means children are provided with an extremely positive and stimulating learning environment. Assessment records are exceptionally detailed and include photographs, observations, links to the early learning goals and a development plan for each child. A daily diary also includes a wealth of information, that is cross-referenced to individual learning journeys and children's art work. These show the childminder's exceptional knowledge of aspects of the learning and development guidance, and her ability to help children make progress and reach their full potential.

Children are extremely happy and secure and form very close relationships with

the childminder. This can be seen as they snuggle into her when she gives them a cuddle. Children have excellent opportunities to develop their social skills, as they are taken to several childminding groups each week, two of which are run by the childminder. Consequently, they develop good friendships and interact in a very positive way during their play. Children are extremely cooperative and well-behaved. The childminder responds in a positive way to children's enthusiasm for taking part in everyday events such as, helping to wash and dry up the dishes. Children develop excellent communication skills. They consistently engage in conversation with the childminder and their peers. They show self-confidence as they say what they know and understand. Children show great enthusiasm, as they listen to stories and often choose their favourite books for the childminder to read. The childminder makes good use of these opportunities, to relate aspects of the stories to real life events for example, as she encourages children to remember recent games of hide and seek.

The childminder talks with children about size, colour, shape and numbers within all activities. Some children can recognise and name numbers at random for example, as they use magnetic shapes and relate the numbers to their age and the number of their own home. Children have good opportunities to learn about how things grow, as they help the childminder to plant tomatoes, flowers and herbs in her garden. They help to water the plants, are proud of their efforts and are keen for the tomatoes to grow, so they can pick them. Children are fascinated as they notice insects within the garden, such as bees which they watch for prolonged periods of time. The childminder makes excellent use of these opportunities, to ask questions that help children to remember related stories. Outings with other childminders to farms and woodland areas during the holidays, provide children with opportunities to learn about the features of living things and explore nature.

The childminder embraces children's enthusiasm for playing outside and provides a free-flow system, where they can choose to play inside or outside throughout the day. Children make good use of the outside play resources for example, as they crawl through play tunnels, and steer and manoeuvre wheeled toys with enthusiasm. They are provided with sufficient physical challenge during regular visits to local parks and soft play facilities, where they demonstrate good control and coordination. Children handle a range of media such as, sand, water and compost, during weekly visits to a local Sure Start Centre. However, creative activities in the childminder's home are often adult-led. This restricts the opportunities for children, to independently choose to make their own designs. There are limited natural resources, which restricts their sensory exploration.

The childminder consistently supports children in learning about their own safety. For example, she reminds them to sit down on the sofa whilst listening to stories, to wear hats and sun cream to protect them from the sun and the reason why they need to keep their seat belts on, whilst travelling in the car. Since the last inspection, the childminder has attended training on 'Healthy living, healthy minds', which has re-enforced her understanding of the importance of children having lots of physical exercise to promote their health. Her commitment to these aims can be seen, as she provides children with opportunities to choose to play inside or outside throughout the day, and use resources within her garden that capture their interest. Parents provide meals which include well-balanced and nutritious food.

Mealtimes are well organised, where children all sit together. Children are protected from the risk of cross-infection as they use paper towels after washing their hands at appropriate times.

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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