

Inspection report for early years provision

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Inspection date	14/09/2011
Inspector	Teresa Elkington
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 registered in 1993.. She lives with her husband and adult daughter in Reigate, Surrey. The playroom, kitchen/diner and two upstairs bedrooms are used for childminding purposes and there is a fully enclosed garden for outside play. The family have a cat.

The childminder is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children at any one time. She is currently minding four children in the early years age group on a part-time basis. The childminder occasionally works with an assistant. She attends the local childminding groups. The childminder is a member of the National Childminding Association and the local Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminders practice is exemplary. Children benefit from the exceptional level of high quality care which the childminder provides. Overall, children play, learn and develop in a highly stimulating, child centred environment where the uniqueness of each child is fully understood and their individual needs catered for. The childminders practice is exceptionally well supported through the positive relationships that have been established with both parents and other settings. Excellent channels of communication are in place to fully support both the welfare and learning needs of children. The childminder is highly committed towards driving improvement through the use of reflective practise. As a result, she is able to critically evaluate and continuously improve as a childcare professional.

What steps need to be taken to improve provision further?

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

- developing the outside play area to provide further opportunities for children to enjoy quiet play alongside physical play

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her role in safeguarding and has comprehensive policies and procedures in place in support of this area. All regulatory requirements are in place and followed meticulously. Excellent systems

are in place to support the working relationships between the childminder and her assistant, which fully secures children's well-being. Comprehensive systems are in place to enable children to feel safe and secure within the home and when out and about. The childminder places high emphasis on children's health and continued well-being. She employs rigorous hygienic working practices and shows a good understanding of how to manage accidents and illness.

The childminder is well established, conscientious and strives to continually improve. She continually aspires to provide an inclusive and outstanding practice through the use of daily reflective practise. She undertakes rigorous self-evaluation, including seeking regular feedback from parents and children. She has a strong commitment in the undertaking of further training which enables her to refresh her own knowledge and to bring about positive changes to her learning environment. For example, plans are in place to develop the outdoor play environment to provide opportunities for both physical and quiet play. The childminder plans her time effectively enabling her to meet the needs of all children. She expertly facilitates the individual requests and desires of older children while still providing care and attention to those who need extra support. A rich learning and play environment is exceptionally well organised. Children are surrounded by an extensive range of toys and resources which are in excellent condition, accessible and very successfully promote positive images. This ensures that children are active and inquisitive learners.

Partnerships with parents are exemplary, which is fully supported by the extremely positive comments received from parents in support of the inspection. Excellent channels of communication ensure that all necessary information is shared, enabling the childminder to consistently meet the welfare needs of each child. Parents have access to a comprehensive, well maintained portfolio, which provides a wealth of information in support of the service provided. Parents are kept fully informed of their child's stage of learning to ensure a cohesive approach to children's development. The childminder has excellent systems in place to liaise with other early years professionals for the benefit of the children. As a result consistency is very effectively promoted

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

Children flourish and make exceptional progress in their learning and development. The childminder provides an extremely caring environment and radiates a passion to provide the best possible care for children. She is committed, enthusiastic and innovative in creating a positive and enabling play and learning environment. Children enjoy a well balanced range of activities which are expertly planned by the childminder, ensuring that children are stimulated, enthused and that individual progress is continually developed. Children enjoy the positive interactions of the childminder who is on hand to guide and support all play and learning experiences, enabling them to thrive in her care. The childminder maintains detailed and very carefully observed records to identify and track the progress of each child. She makes excellent use of photographs, supported by

evaluative assessments and focused observations to record all aspects of each child's learning and development. She uses these successfully to plan stimulating activities and learning experiences that is tailored to meet their individual needs.

Children develop a high understanding of healthy living and good hygiene practices. Children enjoy a range of freshly prepared nutritious meals and snacks which are reflective of their individual dietary needs and requirements. Individual weaning programmes are undertaken in conjunction with home routines, which provides children with consistency in developing good eating habits and healthy life styles. Good personal hygiene practices are established. Gentle reminders from the childminder and posters highlights the rules to good hand washing, and through words and pictures as they use their own colour coded towels for hand drying. Children's awareness for their own safety is expertly reinforced by the childminder as she uses fun and innovative ways to raise their understanding of the importance of keeping safe. For example, children dress up as fire-fighters in preparation for fire drills.

Children enjoy a daily programme of outside activities, they participate in daily walks, play times in the well resourced garden and visits to local parks and beyond. In addition to these outdoor pursuits, children enjoy a carefully balanced range of community based activities with the childminder. For example, weekly attendance at childminding groups introduces children to a bigger peer group and helps to encourage social skills. 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. Their sense of belonging is fully embraced. Their wonderful creations of art work are effectively displayed on the walls of the playroom alongside an extensive array of photographs of the children in play. This provides an excellent opportunity for children to reflect on past events in their lives. Children have ample opportunities to celebrate and share aspects of their own cultures and traditions and those of other people. The childminder plans activities to develop children's awareness of diversity, for example, they create a scrap book entitled 'Lets celebrate everyone'.

Children enjoy a wealth of purposeful play activities which supports all areas of their learning. They thoroughly enjoy play alongside one another and have formed positive relationships. Children's creative flairs are actively encouraged as they have a wealth of role play resources which enables them to act out familiar scenarios. This is exceptionally well supported by the childminder, as she continually talks to the children asking what they are doing, encouraging them to vocalise and allowing children the time they need to respond. Children's senses are brought to life as they explore the range of natural resources awaiting them in the treasure baskets. The childminder actively uses incidental opportunities to fully enhance children's awareness of mathematical concepts, for example, as they explore the range of animals looking at the shape, size and colours. The use of small world resources enhances children's understanding of their wider world. Children enjoy using a wide and inviting range of technological equipment through the use of interactive toys. Children access a wealth of reading materials, for example the childminder has devised story and activity sacks allowing children to extend this activity within their own homes. Overall, children are able to thrive in a setting where they are valued as

individuals. The enthusiastic care of the childminder provides many exemplary opportunities for them to grow and flourish.

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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