

Inspection report for early years provision

Unique reference number	EY218238
Inspection date	28/09/2011
Inspector	Denys Rasmussen
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2001. She lives with her husband and two school age children in Caterham, Surrey. The whole of the ground floor of the house is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time, of which, three may be in the early years age range. There are currently eight children on roll, of whom one is in the early years age range. The childminder walks to local schools to take and collect children. Spanish, Dutch and English are freely spoken in the childminder's home.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly motivated and ambitious childminder has a very clear vision for her childminding service and has successfully created an inclusive and safe environment. She works exceptionally well with both parents and providers of the Early Years Foundation Stage framework at other settings children attend to ensure the children get the support they need. This leads to effective continuity of care and learning, enabling all children to make excellent progress overall. The childminder's effective self-evaluation and ethos of continual development ensure she is able to maintain continuous improvement overall, keeping her exceptionally high standards and enhancing outcomes for all children.

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 ways to ensure consistency in children's simple hygiene routines, and extending children's understanding about different forms of communication, such as signing, pictorial and Braille.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding children. Her excellent risk assessment process, fire safety precautions and well written policies and procedures reflect her exemplary practice, which enables children to play safely both indoors and outside. She ensures the appropriate checks are completed so that any person aged over 16 years who has regular contact with the children are suitable to do so. All requirements are very well met and the childminder

makes extremely good use of her home and resources to provide a stimulating and inclusive environment where children are able to eat, rest and play in comfort. She is well aware of her responsibility in protecting children and is clear about the procedures to follow if she were concerned about a child's welfare. The childminder is very experienced, and even though she has worked within the childcare and education field for many years, she recognises she is still learning and continuous development is part of her vision. The childminder has attended many courses to increase her knowledge base and shares experiences with other childminders so that they can learn from each other. The childminder reflects on the feedback received from parents and children to inform her self-evaluation which ensures she continues to provide a relevant service. For example, the children devised a floor plan of activities and areas in the play room which the childminder implemented. As a result the children identify this room as 'our room'.

The childminder is highly committed to working in partnership with parents and other settings the children attend, by taking a lead role in establishing effective working relationships. This means that the childminder is highly successful in taking steps to close identified gaps in children's learning because they receive support at an early stage. There is an abundance of positive imagery within her resources and the children engage in interesting activities to understand and value differences, such as supporting 'International week' when the children dress in national costumes and taste foods from around the world. The parents are involved in this and contribute costumes, food and ideas. Three languages are spoken freely in the childminder's home and the children are taught Spanish which is supporting their developing language skills. The childminder encourages the boys and girls to access all the equipment and she also differentiates activities depending on ability. Parent's wishes are respected and they are kept fully informed. Time is made everyday for sharing information, and parents are invited to contribute to the child's profile books. The childminder uses email, the telephone, and face to face meetings, as well as informal day to day feedback. Regular review meetings give parents the opportunity to discuss and have more detailed reports about their children's progress. Parents comment that the childminder is very caring and that she tells them everything about their child's day. The childminder works well with parents to help their child's individual progress and as a result, children really look forward to attending.

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

The childminder has an exceptionally organised educational programme which meets the needs of the children exceedingly well. She uses the planning from the children's school to extend and add to. This ensures the children experience continuity and make significant gains in their learning because they are able to achieve a deeper understanding with the childminder's skilful support. Her sensitive observations of the children are used to inform their future learning with parents input. The children's profiles are presented very attractively for parents' information, with observations and photographs to enable the child's progress to be easily tracked. The childminder provides a highly stimulating and welcoming

environment which reflects the children's backgrounds and the wider community. The childminder provides innovative ways for children to learn, for example, there are three clocks on the wall showing Peruvian, Dutch and British times so that children understand differences in time. They like to discuss this and use numeracy skills when talking about how behind or in front of British time the other countries are. Children are very happy when they arrive, demonstrating their excellent communication skills as they greet each other in Spanish. The children are learning Spanish as an additional language with the childminder's skilful guidance. Although the childminder has created a multi-lingual environment for the children, she has yet to introduce children to alternative communication systems such as signing, pictorial and Braille.

The childminder helps the children learn about their own safety through creative learning opportunities and resources such as hiring large equipment to set up a street to practise road safety while using imaginative skills. The childminder's sick child policy and knowledge of exclusion periods ensures the risk of the spread of infection is reduced. Children are encouraged to adopt healthy lifestyles. For example, they incorporate fresh air and exercise as part of their daily practice, walking to and from school and eat fresh fruit as a healthy snack. Children are learning to follow simple hygiene routines, such as hand washing before meals, although this is not yet consistent with all children.

Children work extremely well independently using their own initiative, accessing resources and making up games. They develop excellent conversational skills and negotiate well, working alongside their friends. The children are extremely confident and share their thoughts and ideas with the childminder and each other showing a mature response. The children enjoy learning letters phonically and the childminder continues work the children are doing at school helping them to make significant gains in their learning. For example, the children prepared their own script, working well together as a team to make a story to perform a show for the childminder. They share their ideas, write the words and older children attempt to use punctuation. The high quality interaction from the childminder engages the children and gives them confidence. This supports their self-esteem and feelings of security. Warm relationships are evident and the children are affectionate towards the childminder and each other. Their behaviour is exemplary. The childminder is an excellent role model for the children with her gentle, knowledgeable and respectful interaction.

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
--	---

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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----