

Inspection report for early years provision

Unique reference number	EY362752
Inspection date	01/11/2011
Inspector	Jacqueline Munden
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).

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.

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Description of the childminding

The childminder registered in 2005. She lives with her husband and three children aged two, four and six years in Camberley, Surrey. All areas of the home are used for childminding and there is a secure garden for outdoor play.

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 three children under eight years. Of these, two may be in the early years age group at any one time. She is currently caring for four children, two of whom are in the early years age group. The childminder supports children with special educational needs and/or disabilities. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children thrive in the safe and nurturing environment, where all aspects of their health and welfare are fully promoted. Excellent relationships are forged with parents and others involved in children's care. The childminder recognises the uniqueness of each child and, overall, plans learning experiences centred around the children's individual needs. As a result, all children are fully included and make significant progress in relation to their starting points. The childminder regularly reviews every aspect of her provision extremely effectively and drives continuous improvements to benefit 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:

- further developing arrangements for monitoring children's progression in all aspects of the early learning goals to enhance their learning and development.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded due to the meticulous organisation of the childminder. She gives extremely high regard to promoting children's safety. The childminder has updated her training in child protection; she is clear about the

procedure to follow should she have a concern regarding a child in her care. She and members of her household are suitably vetted and robust risk assessments of her home and outings minimise risks. The comprehensive range of written policies and procedures that are shared with parents, underpin her exemplary practice. All the appropriate records and parental consents to promote children's health, safety and welfare are in place. The childminder is committed to driving improvements to benefit children. For example, she keeps a record of her reflection on all areas of her provision each week. She recognises the successes as well as aspects she plans to develop further. The childminder increases her knowledge and skills in child development through training, such as, a story telling workshop. She implements what she learns very effectively to increase children's learning. For example, children are captivated when the childminder brings out a story sack with props to use when telling a story about animals. The children excitedly hold the puppets and toys, listening intently to the story and joining in with their favourite parts.

The childminder promotes equality and diversity highly effectively. Her home is clean and exceptionally welcoming to children and their parents. The environment is conducive to helping children thrive in their development in relation to their starting points. A vast range of toys and resources, appropriate to all their ages and development are easily accessible. Many promote children's learning and understanding of the wider world and those living in it. The childminder goes to considerable lengths to ensure all children feel valued and included. She is aware of how children learn differently, and positively promotes each child's learning, background and culture. The excellent partnerships forged with parents and other professionals from the outset benefits children immensely. Children with special educational needs and/or disabilities are supported extremely well through working closely with agencies involved in their care. The childminder develops very strong relationships with other providers of the Early Years Foundation Stage that children attend, such as, pre-schools. The effective working relationships, with clear channels of communication, enhance and greatly benefit children's learning, development and welfare. Parents and the childminder constantly share information through discussion, the use of daily diaries and questionnaires. Parents are fully involved in their children's development and contribute to the planned next steps to help their child progress. Parents report they are very pleased with the high level of care their children receive and the progress they make.

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

Children are extremely happy and settled with the nurturing childminder that offers a fun and exciting environment. They feel safe and secure due to her close supervision and excellent support. Children flourish, making strides in their achievements. The childminder uses her clear knowledge of each child's uniqueness to plan for the next steps in their learning. Although, systems do not always monitor children's progression in all aspects of the early learning goals.

Children take part in a wide range of planned activities, both inside and outside the home, to promote their learning and to provide new experiences. For example, children learn about healthy lifestyles very well as they visit the childminder's allotment. They learn about foods that are good for them as they grow and harvest the fruit and vegetables. Some are brought back to be used for their meals and some are taken home to share with parents. Children contribute to the setting and develop self-care skills as they are involved in preparing food for their meals; using tools to peel and cut the potatoes that they eat for dinner. Children benefit greatly from lots of physical activity. They develop muscles and control of their bodies as they visit soft play sessions and use equipment in the park and garden. Children follow effective hygiene routines to keep healthy.

The childminder provides an excellent range of adult-led activities. These help children meet their planned individual next steps and learn excellent skills for future learning. For example, children aged two years eagerly take part in a matching card game; they develop a clear understanding of finding two cards the same makes a pair. The childminder skilfully extends children's learning by asking questions about the pictures that make children think and develop problem solving skills. For example, they learn to recognise the difference between stripes and spots. Children know the tiger has stripes and the leopard has spots. Children use numbers as they count the cards. They respond well to the gentle reminders to take turns as they play the game. The childminder uses children's great interest in books particularly well to help develop children's language and communication skills. For example, children are captivated when the childminder brings out a story sack with props to use when telling a story about animals. The children excitedly hold the puppets and toys, listening intently to the story and joining in with their favourite parts. Children use a wide range of technology equipment including programmable toys and electronic games. Creative activities have been improved immensely since the last inspection. Children now engage in a very broad range of activities and use a wide selection of art and craft equipment. This enables them to explore and express themselves freely. For example, children select easy grip, paint markers to make sweeping marks and to stamp blocks of colour on large pieces of paper. Therefore children feel included and confident to take part. Children also benefit from some planned creative projects that help them develop certain skills such as using scissors.

The childminder uses extremely effective means to help children learn to keep safe. They learn about road safety when out walking and to use tools, such as knives to prepare food, with care. Children learn to manage their own behaviour through the extremely positive and consistent approach of the childminder. They learn to have pride in themselves and to respect others. The positive aspects of children's behaviour and their achievements are celebrated and rewarded each day by the childminder. She places a sticker and comment on each child's chart that is seen as parents arrive at the door. This provides an immediately positive atmosphere and focus on what the child has done well. As a result, children develop very high levels of self-esteem and behave very well. Children develop a great understanding of the wider world and those living in it. They play with multicultural toys and look at books that promote positive images of all people in society.

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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