

Inspection report for early years provision

Unique reference number	153776
Inspection date	09/11/2011
Inspector	Liz Caluori

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 has been registered since 2001. She lives with her husband and two children aged 16 and 13 years in a residential area of Woodmansterne, near Banstead, Surrey. Local amenities, such as a park, schools and shops are close by. Minded children have access to all rooms on the ground floor, with sleep facilities provided on the first floor. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years. She is currently caring for four children all of whom are in the early years age group. The childminder is able to support children with special education needs and/or disabilities as well as those for whom English is an additional language.

The childminder is a member of an approved childminding network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the safe, inclusive and extremely child-centred environment. They make excellent progress in their development as their individual care and learning needs are exceptionally well recognised. The childminder has devised a range of very well thought out and, for the most part, extremely effective systems and working practices. These include arrangements to continually evaluate and improve her provision to reflect the evolving needs of the children and their families. Children benefit from the very positive relationships maintained with their partnership with parents, carers and similarly effective procedures are also in place to work with other professionals in order to ensure consistent, coordinated care.

What steps need to be taken to improve provision further?

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

- reviewing the arrangements to monitor children's progress to fully reflect the excellent knowledge and understanding of each child's development so that any gaps in achievement across the provision can be easily identified.

The effectiveness of leadership and management of the early years provision

Excellent focus is placed on promoting children's safety and wellbeing. The childminder undertakes comprehensive risk assessments of her home and outings and uses these to identify and address any potential hazards. She is fully aware of her responsibilities with regard to child protection and is confident in her ability to detect the potential signs and symptoms of abuse. She has all the contact details required to make a referral if necessary. Good fire safety arrangements are also in place and children take part in evacuation drills on a regular basis.

The childminder demonstrates an extremely strong capacity for ongoing improvement and regularly evaluates her provision, taking into account the views of parents, carers and children. This enables her to accurately identify her strengths and weaknesses. She also attends many training courses provided by the local authority in order to ensure that her practices are up to date. The childminder skilfully undertakes observations of each child to identify their preferences and abilities. This enables her to plan future activities which offer the correct level of challenge and that she is confident they will enjoy. She maintains detailed records on each child's learning and development but these do not always fully reflect the excellent practices in place. Whilst this does not have any significant impact on the support given to each child, it does not help the childminder in gaining an overview of the group in order to easily identify any gaps in achievement.

Children play with a very impressive range of well maintained and age appropriate toys and resources. Most of these are set out at a low level and children very confidently select items independently giving them a great deal of control over their play. Space is also well used and appropriate child-sized furniture is provided.

Children's individual personalities and learning styles are very well understood and respected. As a result they are becoming very confident and are developing wonderfully positive self-esteem. Children take part in a range of discussions and activities which help them to learn about the lives, traditions and cultures of people from the throughout the local community and wider world. They also have access to a good range of resources including puzzles, dolls, books and dressing up clothes which promote positive images of diversity. The childminder is also very well prepared to support children with special educational needs and/or disabilities as well as those whom English is an additional language.

Children benefit from the extremely positive relationships in place between the childminder and their parents and carers. This helps them to settle easily and ensures that information is shared effectively. Parents and carers receive very good written information about the day to day life of the setting as well as very specific information about their child's progress. They routinely contribute to the setting of goals for their child and express very high levels of appreciation of the service they receive. Similarly impressive arrangements are in place to work with other professionals, including other registered early years providers, in order to meet the needs of the children. This ensures that children receive care which is

carefully coordinated and consistent.

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

Children's complete sense of security and belonging is evident in their relaxed and comfortable interaction with the childminder. They have an excellent understanding of the boundaries in place to promote their safety and are beginning demonstrate skills to assess risks for themselves. These include carefully and cautiously working out how to safely navigate past toys and furniture to retrieve their boots when they want to play outside.

An exemplary level of support is offered to help children learn about healthy lifestyles. They play in a very clean environment and learn about the importance of washing their hands and cleaning the table before sitting down to eat. Nutritious snacks and meals are carefully planned to reflect children's individual dietary needs. Excellent encouragement is offered for children to try a broad range of fruit and vegetables. They are rewarded by being sticking pictures of the items they have eaten on to a plate displayed on the kitchen wall. This strategy is very successful in engaging their interest and promoting their knowledge and understanding. Strong focus is also placed on promoting children's physical development. They spend a lot of time playing in the childminder's garden using a range of equipment including rockers, ride on toys and balls. They also enjoy very regular outings in the local area where they are able to experience a broader range of more challenging equipment.

Children have tremendous of fun in the childminder's care and make outstanding progress in their development. They benefit from a great deal of freedom to explore and investigate their environment and to initiate their own games. However, they also enjoy sitting and playing directly with the childminder. Their communication and language skills are developing rapidly as they become engrossed in the stories read to them. The childminder skilfully builds on their enthusiasm and curiosity to extend their understanding for example discussing different farm animals featured in a story. She also supports them to develop their reasoning skills by encouraging them to predict about what is going to happen to the characters next. Children's problem solving and numeracy development is equally impressive. They are learning to count, recognise colours and shapes and play with a good range of toys which promote their understanding of cause and effect.

Children respond very well to the childminder's calm, warm manner. They are developing good self esteem as a result of the praise and positive reinforcement they receive and show pride in their achievements, frequently asking the childminder to 'look, look'. They are settled and very confident to share their thoughts, ask questions and to make choices, for example clearly indicating what they would like to eat. Delightfully sociable snack times give children very good opportunities to relax and engage in very charming conversations. This also helps to promote their knowledge and understanding of the world and reinforce their

learning. Photographs displayed in the room act as reminders of the many different activities children have experienced and prompt them to recount what they learnt and enjoyed. Children show extremely high levels of imagination and creativity as they engage in role play games, draw pictures and sing their favourite songs.

Children are enthusiastic, motivated learners and are very friendly, caring and well mannered. These skills help to equip them to face the challenges of the future. Very good arrangements are also in place to support children in their transitions between early years settings and into primary school. Children are also well supported to develop a sense of social responsibility, for example recycling empty packaging in the childminder's home.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met