

## Inspection report for early years provision

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<b>Unique reference number</b>	EY287440
<b>Inspection date</b>	16/11/2011
<b>Inspector</b>	Amanda Tyson
<b>Type of setting</b>	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 2004 and is on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged eight and ten years, in Walton-on-Thames. All areas of the home are available for childminding use. The first floor is generally used for sleeping purposes. The front sitting room is used by older children and the rear reception room and conservatory are set up as a playroom. There is an enclosed garden for outdoor play and toilet facilities are located on both floors. The home is situated within walking distance of Walton town centre. The childminder has the use of a six seat car and takes and collects children from Cardinal Newman Primary School, which is in Hersham.

Registration is for six children under eight years; of these no more than three may be in the early years age group, and of these one may be aged under one year. The childminder is currently caring for four children in the early years age group, one of whom attends full time school, and one child aged eight. She is a member of the National Childminding Association (NCMA) and has a Level 3 Diploma in Montessori teaching.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making fantastic progress in their learning and development in this highly effective, inclusive home environment. Partnership working with parents is extremely effective, but not fully established between the childminder and the other setting's children attend. The childminder has worked incredibly hard since her last inspection to develop key aspects of her practice. For instance, the use of observational assessment which is, in the main, now a key strength. The childminder exudes enthusiasm and her commitment to continuing a journey of professional development; for example by introducing a systematic self-evaluation process, demonstrating a strong capacity for continued improvement.

## What steps need to be taken to improve provision further?

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

- matching observations to the expectations of the early learning goals.
- developing further the two-way flow of information with other providers to support a shared approach to children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children's health, welfare, and learning is exceptionally well monitored, supported and safeguarded. Risk assessment is rigorous and effective in minimising accidents and incidents, such as lost children, from occurring. For example children wear fluorescent jackets with the childminder's mobile telephone number detailed on the reverse. These ensure that children are clearly visible amongst a crowd and if they do become temporarily misplaced, making a speedy reunion more likely. The childminder has a clear plan in place for responding to a lost child situation. All records and documentation required for the safe and efficient management of the setting are in place and well maintained. The childminder's knowledge of child development and the procedure to follow if she is worried about a child is highly secure.

The childminder has a very large amount of high-quality play and learning resources which offer a wonderful combination of manufactured toys, natural and real items. These also significantly help to promote equality and diversity. They are superbly organised to encourage children to explore and experiment using their senses. This helps them to become creative and independent learners. Excellent use is made of the garden, come rain or shine and planning provides for all areas of learning in different ways to those provided indoors. The childminder makes effective use of local facilities, such as the library, singing groups and children's centre activity mornings. She balances daily planning brilliantly to ensure children have time to play in the home environment and also benefit from an undisturbed sleep.

Parents hold the childminder in exceptionally high regard. They cite the daily diaries and her documented observations of children's progress and development as 'amazing'. Parents say children miss her so much that when they start full time school they ask to go there for a holiday. Parents are provided with copies of the childminders policies and procedures, which explain her regulatory responsibilities. Parents work in complete partnership with the childminder to support and move children on in their learning. However, although she has made some attempt to create an effective process of information sharing, to support consistency and continuity for children, it has yet to be established with children's other early years settings.

The childminder is a highly reflective practitioner who is astutely aware of her strengths and areas for further development. She has yet to implement a formal self-evaluation process, but she has already identified and begun to address this as a priority for improvement. The childminder evaluates her own training needs. She chooses courses, such as 'schemas of play', wisely, and is proactive in implementing new ideas and theories. Since the last inspection her policies and procedures have been updated. Systems for monitoring and assessing children's progress towards the early learning goals have been significantly modified. Her observations of the children are astute and skilfully used to inform and guide planning. However, although the childminder links these observations to the areas of learning, she has stopped matching them to the expectations of each early

learning goal. Although none are obvious at this stage, this potentially provides for a delay in developing talent, or identifying gaps in learning at an early stage. Overall, this is a highly progressive and effective setting with excellent capacity for ongoing improvement.

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

Children are exceptionally happy. The childminder recognises their different preferred learning styles, notes the repeated patterns in children's play and provides activities that link to these. This individualised approach to planning encourages an exceptionally strong disposition to play and learning. For example, those with a preference for emptying and filling spend ages transferring porridge oats into different containers using a spoon, whilst others with a passion for trucks and diggers focus on operating the tipper function as they enact the workings of a builder's site. Older toddlers help to prepare the pasta for lunch whilst younger children explore the contents of a treasure chest. They are intrigued by the numerous little decorative boxes which contain acorns, shells and buttons.

Children love being outdoors which keeps them healthy and active. They eagerly put on their boots, coats or all-weather protection suits and embrace the challenges in the childminder's garden. Older toddlers climb with confidence showing a good awareness of safety, whilst younger children turn to the childminder to help them. They squeal with laughter as they whizz down the slide feeling the wind on their faces. They enjoy digging and growing activities and they build and mould with sand and soil. They make marks with chalk, and use water brushes on the patio and walls. Learning is brought to life as children discover the natural and working world, such as the wonder of a waterfall during a trip to a nature reserve park. They recreate this using a white cloth, throwing it up into the air and down the stairs. Children have fun in the snow, and enjoy burying themselves in piles of autumn leaves. They discover the sounds of nature using a sound amplifier.

Stories and rhymes are thoroughly enjoyed and often supported through the use of props, which encourages high levels of interaction. For example, the childminder wears a glove representing a flying saucer, each finger being a spaceman which children choose to name. A song begins which encourages counting and early calculation skills as each spaceman flies away leaving the others behind. Children practice fine physical skills, such as by opening pegs to hang washing. This helps to develop their pincer grip for holding a pencil. They make marks and patterns in corn flour, explore and experiment with pattern and paint, and play dough is often scented or coloured to encourage sensory awareness. In addition to using equipment such as the sound amplifier, floor robots are used to encourage directional language, positioning and programming skills.

Children's understanding of fire safety is developed and reinforced, not just through fire evacuation practice, but within play too. Children use their imagination

and developing knowledge of fire safety to enact different emergency situations as they play with the childminder's high-quality small world toys. For example, an imaginary fire breaks out in the dolls house which is in the lounge. The fire engine races out of the fire station, (a super wooden replica) which is in the conservatory. The childminder challenges children to consider what best to do if 'the people' can't get down the stairs.

The foundations for children to adopt healthy eating habits are being firmly laid through their involvement in growing and preparing food. They grow garlic and tomatoes; make couscous and vegetable soup, guacamole, houmous and pepper dips, vegetable curry, fruit lollies, kebabs and smoothies. In the words of a parent, the outcomes for children in this setting are truly 'amazing'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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