

Inspection report for early years provision

Unique reference number	EY359206
Inspection date	11/11/2011
Inspector	Debbie Newbury
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 registered in 2007. She lives with her adult daughter, who works as her assistant. The childminder lives in Deepcut, Surrey. She is situated close to local schools, shops, parks, the library and other community amenities.

Childminding mainly takes place on the ground floor, although all areas are available to children. Bathroom facilities are provided on the ground floor and an upstairs bedroom is used for sleeping. There is a fully enclosed garden available for outside play. The family has a pet cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of which three may be in the early years age group. When working with an assistant, they may care for a maximum of 12 children under eight years at any one time, of which six may be in the early years age group. There are currently 19 children on roll and 12 are in the early years age group. Days and times children attend vary. The childminder undertakes nursery and school runs as necessary. She makes use of local facilities such as parks, indoor play areas, the library, childminding groups and Sure-start children's centres.

The childminder is a member of Surrey's Quality Assured Childminding Network and is accredited to deliver the Early Years Free Entitlement to children over three years of age. She has also achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children receive an exceptionally positive early years experience in the care of the childminder, who is passionate about what she does. She is dedicated to providing a fully inclusive and high quality service to children and their families. Overall, she is extremely successful in achieving this in all major aspects. The childminder demonstrates outstanding capacity to maintain continuous improvement; through rigorous monitoring of her existing practice and the identification of well-targeted plans for the future.

What steps need to be taken to improve provision further?

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

- supporting younger children's increasing independence in selecting resources to enable greater freedom of choice, with particular reference to

the provision of a wider range of books.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being is fully embedded throughout all aspects of the provision. The home is clean, safe and secure. Daily checks are undertaken and sensible use made of pertinent safety features. These take into account the ages and stages of development of children attending. The childminder has a very secure understanding of child protection issues and her responsibility should she have a concern. Her approach to record keeping is exemplary, with a clear focus on the individual child. For instance, risk assessments are drawn up to reflect the needs of specific children. These are reviewed when new children start or as circumstances change. This demonstrates the childminder recognises safety is an ongoing process and methods used to ensure this will evolve.

Children are cared for by an extremely self-motivated and enthusiastic childminder, who has tremendous drive and ambition. She is fully committed to providing children with the best care and early education experience possible. This is evident in her thorough approach to self-evaluation, her commitment to training and seeking out and taking careful account of the views of parents, children and external advisors. The childminder has achieved Early Years Professional Status since her last inspection. She has built further on her standing as a network minder by becoming accredited to deliver the Early Years Free Entitlement, to children aged over three years. She has attended a wealth of other courses relating to different aspects of childcare. She uses her continually evolving knowledge to enhance excellent outcomes for children and their families. Recommendations made at the last inspection have been addressed successfully.

The childminder's daughter works as her assistant. This arrangement is in its infancy but working really well. The impact of this is that children receive high levels of support, with the adults catering for their differing needs very effectively. The childminder has moved house since her last inspection. She has put a huge amount of effort into creating a vibrant and highly stimulating environment, which is very child-friendly and conducive to learning. Children can independently access an exciting range of toys and other resources to support their play. However, younger children have slightly less opportunity to help themselves to a broad range of books. The downstairs playroom is beautifully presented. It leads out to a covered decking area, which has been set up as an extension of the learning environment. Upstairs, a room has been resourced with Montessori practical life resources. This takes into account the childminder's interest in this educational approach. It also provides older children with additional opportunities for investigation and exploration.

The childminder values the uniqueness of each child and ensures she is well informed about individual needs. She treats all children with equal care and concern. She is highly effective at including everyone and helping children appreciate each other's needs. Children are surrounded by a wealth of resources that reflect positive images of diversity, helping them gain an understanding of

similarity and difference. They also learn about traditions and beliefs through celebrating different festivals and special events throughout the year. The childminder puts a lot of thought into the activities she plans for these, ensuring they reflect all areas of learning and are interesting.

The childminder places high priority on working in close partnership with parents and any other childcare settings children attend. Parents have access to an abundance of useful information to ensure they are fully informed about the organisation of the provision. They are informed about their child's day in detail. Parents are offered innovative ways to comment on their child's achievements and share in their learning. For instance, the childminder has put together some story sacks for parents to use at home. These include a varied range of well thought out and fully resourced activities, which tie in with the book and reflect different areas of learning. For example, a programmable toy is offered with a Perspex mat to use alongside a story about going on a bear hunt, which enables children to explore technology and learn about direction. A storybook about a multi-coloured fish includes shells to create patterns, a non-fiction book about fish and collage materials for children to design their own fish picture. Parents are very appreciative of the care provided for their children. They note that the childminder 'provides an environment basked in kindness, care and warmth, balancing a lovely home-from-home environment whilst enabling the individual child to learn, achieve and blossom.' The childminder is proactive in building links with other providers. She has taken the lead in approaching some settings, to bring a coherent and shared approach to children's care, learning and development.

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

There is a lovely atmosphere in the childminder's home. This is characterised by extremely happy children who have warm and trusting relationship with their carer. Children enjoy the closeness of hugs and cuddles and confidently approach the childminder. Children have a special place to leave their belongings and their creations are displayed for everyone to see. Consequently, they feel very much at home. The childminder praises children constantly. Her introduction of the 'wow wall', where parents are encouraged to record their children's achievements at home, fosters self-esteem and a sense of worth in a very productive manner. Children are helped to appreciate that younger children may not understand about sharing and it is important to be kind to them. Children respond with great enthusiasm to the well planned and stimulating environment. They are active and interested learners who remain fully engaged in purposeful play. Children confidently help themselves to different resources and make their own decisions as to whether they play indoors or out. They are very effectively supported by the childminder, who has a detailed understanding of child development that she uses this to engage positively with children. Through her on going use of observational assessment she plans fully for children's continued progression; as a result, they make significant gains in their learning and acquire skills for the future.

All children benefit from interesting opportunities to explore technology. Babies are

presented with cause and effect toys that light up and make sounds when they are pressed. Older children use a light box that is connected to a laptop computer. A digital photo frame with a continuous flow of photographs attracts children's attention, who pause in their explorations to watch this. Children frequently learn about life cycles through planned activities, for instance, those of a tadpole or a caterpillar. Children experience different environments and develop their social skills. The childminder plans many outings to places of interest where they mix with other children and adults. The provision of unusual and exciting resources enables children to experience sensory play and explore different textures. For instance: sunflower heads that the children have grown, are offered, along with tweezers so they can take out the individual seeds; the walls and floor of a pop-up tent are covered in fur; and a tray of rice offers scope to investigate sound, as children scoop the rice up and tip it through a sand wheel. The environment is rich in print. The childminder actively encourages children's developing spoken language and problem-solving skills at every turn. She sits alongside children and engages them in conversation. She introduces vocabulary, asks questions that invite critical thinking and extends their learning. For instance, children are helped to understand how magnets work while playing with the toy trains. They show their knowledge of different songs and rhymes, as they name those associated with the different puppets they choose. The childminder encourages children to think about rhyming words and to consider 'how many are left' as they count down when singing number songs. Children relish imaginative play. They re-enact real life experiences, such as pretending to have snack and making drinks which they announce are 'hot'; thus, incorporating safety awareness into play. Babies benefit from continuity of care as their normal routine is followed. They are treated with a great deal of tenderness and are spoken to in a soft tone, whilst maintaining good eye contact. The childminder has created a special area in the playroom for young babies. She has incorporated a black and white zone and put together some lovely treasure baskets full of different natural materials and everyday household resources.

The childminder agrees arrangements for providing food with parents on an individual basis. The menu is varied, nutritious and promotes healthy eating. A wonderful 'healthy eating' display, that the children helped to create, is positioned so it can be easily seen whilst eating. Mealtimes are used to encourage independence and as a way of being helpful. Children are encouraged to make their own sandwiches, select their own choice of filling and to decide how many spoons are needed and to fetch these. Extremely good attention is given to ensuring high standards of hygiene and helping children stay healthy. Outdoor play and exercise forms an integral part of the day, contributing to children's overall good health. Children play in the garden, visit different parks that are chosen for the range of play equipment offered and visit the woods each week to take part in forest school activities. Children learn to keep themselves safe as part of their everyday routine. They regularly take part in evacuation drills and learn about road safety. The childminder encourages them to share in the decision as to whether it is safe to cross the road, allowing her to test their understanding. Participation in special events, such as the local Beep Beep day, reinforces their awareness.

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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