

Inspection report for early years provision

Unique reference number	EY266638
Inspection date	22/11/2011
Inspector	Catherine Greenwood

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).

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 was registered in 2003. She lives with her husband and children aged eight and 18 years in Worcester Park, in Surrey, close to shops, parks, schools and public transport links. on the outskirts of Ewell, Surrey. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She currently has two children on roll in the early years age range. The childminder also offers care to children aged over five years to 11 years and collects children from the local school. The childminder currently cares for children who are learning English as an additional language. The provision operates from Monday to Friday, for most of the year. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides children with an exceptional range of activities and experiences which are used to promote all aspects of their learning and development. She is exceptionally observant and responsive to what excites and interests children. Partnership with parents is outstanding. The childminder has an in-depth knowledge of children's individual needs and she dedicates her time to providing a high quality and stimulating environment. The childminder embraces opportunities to attend additional training and uses new knowledge to improve most outcomes for 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:

- improve the participation of children learning English as an additional language by offering additional visual support and encouraging children to use their home languages.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has an extremely secure knowledge of child protection procedures. Records of risk assessments provide exceptional detail of hazards and actions the childminder takes to keep children safe. Comprehensive self-evaluation records provide an accurate reflection

of the high quality provision. The childminder improves outcomes for children by seeking parents views about the provision and adapting and introducing new experiences, as a result of her good observations of what children can already do. Consequently, children are consistently stretched and challenged in their learning and development. Since the last inspection, the childminder has improved risk assessments and looked at what she needs to take on outings in greater depth, adapted meal planning to accommodate children's cultural and religious dietary needs and developed her awareness of how to introduce learning opportunities within everyday play. The organisation and variety of play equipment successfully promotes children's independence, enthusiasm and inclusion.

The childminder has an outstanding knowledge of children's individual needs and fully embraces their cultural differences. For example, she displays photographs of a Halal butcher, in her kitchen, informs herself about different beliefs and shares this information with children. She plans activities related to festivals, for example, where children create Henna patterns on their hands and try traditional sweets. The childminder approaches local early years provision that children attend, to request information about topics and find out what they are learning in school. She meets with children's teachers and shares assessment records which include details of learning priorities. Consequently, children are provided with continuity in their learning and development. Parents are provided with excellent information about their children and the provision, which includes resources related to children's health, tips for healthy eating, immunisations and bereavement. Questionnaires and letters from parents show they are happy with the provision. For example, they say 'the childminder is a remarkable person who has the interests of children at the heart of everything she does' and 'I appreciate all that you have shown us as a family over the years'.

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

The childminder's exemplary knowledge of children's individual needs and achievements, means that children make outstanding progress in their learning and development. Her ability to work effectively in partnership with parents and move children on in their learning, through a wide range of fun activities is exceptional. Consequently, children are stretched and challenged in every aspect of their development. The childminder provides exceptional support for children during their play and actively encourages them to take the lead and make their own choices. Consequently, they show great interest in everything on offer and are very happy and settled. This is evident as they smile with pleasure when they see members of the childminders family. The childminder gives careful consideration to helping children make associations between home and her provision. For example, she encourages them to bring photographs of family members, which they keep in their pocket and provides a small box with meaningful items related to her provision for children to take home. Children are very well behaved and co-operative, due to the childminders confident and caring approach and the positive role model she provides. They learn about the importance of being kind to others as they take part in 'anti-bullying week' activities and release helium balloons in

the childminders garden, with related messages and information. Children gain excellent self-confidence and an ability to play independently, through the childminders reassurance and visits to a Sure start centre and toddler group.

Children who are learning English as an additional language develop their ability to communicate, as the childminder uses a wide range of vocabulary to develop strong bonds with children and gain their trust. For example, she encourages children to notice sound, colour and shape whilst playing together with dried pasta in a large tray. The childminder consistently asks children open-ended questions and talks about her observations of their actions, during their play. This means they have excellent opportunities to learn how to engage in conversation and are beginning to follow instructions, for example, as together they use musical instruments. However, the childminder has not sought words in children's home languages or used visual images to improve children's participation, which restricts their ability to communicate. Children learn about the features of living things and how to care for them, as they feed and look at the childminders pet guinea pigs and gerbils. They plant and grow seeds in a small greenhouse, make birds in nests and a hibernation cage as part of a 'spring watch' theme, watch butterflies hatch from chrysalis and look at horses and swans during visits to a park. Children's knowledge of diversity is fully promoted through an exciting range of activities. For example, they dress up for Ramadan, make a nativity scene, dragons for Chinese new year, and African masks, which they wear during dancing activities. Children make discoveries as they design their own 'bubble machines' using straws and plastic containers and make mini volcanoes using lemonade and mints in plastic bottles, where under close supervision they watch the effects of combining the ingredients. Children learn about events within the wider world, such as, earthquakes and enter into discussions with the childminder that help them to consider and recognise other peoples needs. Children are provided with an exceptional range of creative play opportunities. For example, they dress up, make large scale designs using re-cycling resources, design Autumn collage pictures using paint and leaves and discover sound as they learn to use musical instruments.

Children have access to an excellent range of resources and opportunities that promote their physical abilities, for example, through outings to parks, soft play facilities, a Sure Start centre and playing in the childminders garden. The childminder makes additional resources available in her garden, such as, a bouncy castle and parachute that promote children's enthusiasm for being active. Children feel safe and secure. They wear fluorescent jackets and wrist bands on outings and learn to stay together and near to the childminder when they are in safe enclosed areas, such as, National Trust gardens. The childminder provides very healthy food for children, that take account of their religious needs. For example, she buys Halal meat and cooks dishes using Quorn. Children learn about their body and how it works, for example, as a parent who is a doctor, visits the provision with instruments and models of bones. The childminder gives top priority to protecting children from the risk of cross infection.

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	1
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