

Inspection report for early years provision

Unique reference number	121747
Inspection date	22/11/2011
Inspector	Lisa-Marie Jones

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 was registered in 2000. She lives with her husband, 13-year-old child and adult daughter. They live in a four bedroomed bungalow in the village of Fetcham near Leatherhead. The whole of the ground floor of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside 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 six children aged under eight years, three of whom can be in the early years age range. There are currently eight children in the early years age range on roll, all of whom attend on a part-time basis. The family has a dog. The childminder is a member of a local childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's exceptional knowledge of the Early Years Foundation Stage framework enables children to make significant progress in their learning and development. Overall, the childminder has highly positive relationships with parents, ensuring children's individual needs are effectively met. The childminder's rigorous use of self-evaluation means that key areas for development to maintain the high quality of the provision are consistently identified and improved. This demonstrates a secure commitment to continuous 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:

- improving further the opportunities for parents to contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder is able to implement a comprehensive safeguarding children policy and procedure. She has up-to-date knowledge of the current procedures, in line with the Local Safeguarding Children Board guidance, to notify any child protection concerns without delay. Consequently, children are fully safeguarded and their safety in the provision is never compromised. The childminder minimises potential hazards in the home and when on outings by conducting regular and robust risk

assessments. Fire safety arrangements are fully implemented and regular emergency evacuation procedures take place so children know what to do in the event of a real emergency. The childminder keeps relevant and comprehensive documentation and records which supports and reflects her excellent practice.

The home is exceptionally well organised enabling children to have the freedom and space to explore all activities independently. There is a significantly broad range of resources available, to effectively support and extend children's learning and these are extremely well maintained. The childminder has formed very close relationships with the children, which ensures they all feel welcome. Information is gathered about the children from parents before they settle into her setting so she is able to help them settle quickly and is able to meet their individual needs. Each child has an informative observation and planning folder that is shared effectively with parents. This includes information on next steps for children's learning as they move on to primary school. In addition to this, there is a two-way daily communication journal. Children's progress is discussed thoroughly, although relevant comments are not always added to the child's folder. Due to the meticulous planning and assessments, the childminder is able to easily identify if there are any gaps in children's learning. She can then support them where necessary, and plan for each child's specific needs. She does this in conjunction with parental wishes and any other professionals involved in the child's care. Relevant information is shared with other early years settings children may also attend to provide consistency of learning and development for all children.

The childminder demonstrates an excellent capacity for continuous improvement. She has attended an extensive range of training since her last inspection and is fully up-to-date with current childcare issues. The systems in place to monitor and evaluate her provision, such as self-evaluation, are very successful. As a result, the childminder is able to identify her strengths and weaknesses or target areas for improvement. Parents comment that the childminder has excelled all their expectations of childcare and she provides an excellent service.

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

The childminder has established accurate systems to offer children challenging and exciting experiences to help them make excellent progress towards the early learning goals. Children clearly relish their time in the setting and are excited by activities that are on offer throughout the day. They enthusiastically take part in creative activities and delight in using the garden. They are very confident and independent in their learning. They are given choices, can easily access all play materials and are able to contribute in mealtimes by cooking and chopping fruit to make healthy fruit puddings.

The clear, concise individual planning, observation and assessment fully ensures that children are offered a balanced curriculum that reflects all of the six areas of learning. Children demonstrate that they feel safe and emotionally secure in the care of the childminder. The detailed systems to monitor their development

demonstrate that children make significant and consistent progress, and it is clear that next steps are being achieved. Activities, resources and the childminder's positive attitude and secure knowledge fully promote equality and diversity. Children are given ample and meaningful opportunities to explore and understand different cultures. All children are given opportunities to extend on their learning and to develop at their own pace with the support of a childminder who has an in-depth knowledge of the children's abilities. She is skilled in extending activities and making sure that children are learning through every activity that they take part in. Children thoroughly enjoy the abundance of activities, which are attractively presented. For example, children develop a respect and understanding about the natural world as they make feeders to attract wild birds.

Children play exceptionally well and enjoy the company of each other in a relaxed, family-orientated atmosphere. They are developing excellent communication skills and are articulate and clear. Children have opportunities to adopt successful personal hygiene habits through independent hand washing routines and develop good manners and social skills. They are very aware of the importance of a healthy lifestyle and record the foods they eat to make sure they achieve their 'five a day'. They develop excellent physical health as they are active and energetic in the extensive garden. Here they take part in lots of activities using wheeled vehicles and balancing beams. Children have a clear understanding about their own safety and that of others. The children understand at a very early age that there are rules. They often remind the childminder that they understand, and have a secure knowledge of road safety and recognising risks, on outings for example. They feel emotionally safe because adults establish close relationships with them, enabling children to feel settled and comfortable to explore the environment. This enables them to play happily and cooperatively with each other, and feel included and supported in all the activities. This enables children to enjoy their time in the setting, make significant achievements and successfully develop skills for future learning.

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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