

Inspection report for early years provision

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Inspection date	24/11/2011
Inspector	Lisa Toole
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 and one school-aged child in Walton-on-Thames, Surrey. The ground floor of the premises is used for childminding and there is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children on roll in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making very good progress towards the early learning goals of the Early Years Foundation Stage because of the excellent learning opportunities they have with the childminder. She has a thorough knowledge and understanding of her role and key responsibilities and is committed to providing high-quality childcare. She has extremely good partnerships with parents, and works consistently well with other agencies to support individual children. She has a good approach to promoting equality and diversity though her support for children with languages other than English is an area for further development. The childminder's capacity for continuous improvement is good because she is ambitious and passionate about the care she provides. She is beginning to reflect on her practice and evaluates it to identify key priorities for improvement; this is an additional area for development to enhance the outcomes for children even further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the use of self-evaluation and reflective practice in order to improve the quality of provision for all children
- enhance opportunities for children to develop and use their languages other than English in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because of the childminder's secure knowledge of child protection issues and procedures. Her daily routines, such as using risk assessments to help keep children safe, are also securely embedded in

her practice. Consequently children enjoy a comfortable, clean and secure play environment within her home. She maintains all mandatory documentation efficiently and accurately; this also helps safeguard children. The childminder organises her home well in order for children to play and move around independently. They have areas to relax and sleep, along with a stimulating and child-friendly playroom and outdoor area for physical play. Children can independently access a broad range of toys and play equipment that offer challenge and fun play opportunities across all six areas of learning. The resources reflect positive images of the wider world, enabling them to learn about equality of opportunity and diversity.

The childminder embraces her partnership with parents with enthusiasm and dedication, to support the welfare and development of each unique child in her care. She provides them with a wealth of information, including extremely comprehensive daily diaries. These provide parents with a great deal of information about what their child has been doing each day, along with notes about food intake and sleep patterns. She regularly seeks the views of the parents through written and verbal feedback to help drive her improvement. The comments from parents are exceptionally good, reflecting the childminder's professionalism, high-quality care and her nurturing approach. The childminder demonstrates a very secure understanding of how to work in partnership with other childcare settings and other external agencies. This helps children make as much progress as possible from their starting capabilities to the early learning goals, in order to narrow any achievement gap. The childminder is an experienced practitioner and has consistently good systems for working with agencies and parents collaboratively to support each child.

The childminder has completed a self-evaluation form to begin to identify priorities for improvement. This is to enhance the outcomes for children through targeted development in her practice. This is an aspect of her childminding practice to develop further, to evaluate what it is like for a child in her care, so that she is able to enhance her provision and the opportunities for each child.

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

Children throughout their day enjoy their learning and become absorbed in activities with the childminder and their peers. The childminder has harmonious relationships with the children; she is caring, attentive and clearly enjoys her role as a childminder. As a result, children are flourishing, learning many new skills and become active learners who are independent and have high levels of confidence. The learning environment is very positively based around their current needs and interests, with the use of additional themes, such as autumn, to underpin their daily activities. For example, the children have been learning about wildlife such as birds and squirrels through nature walks and from seeing them in the childminder's garden. They have also been using items such as conkers to count with, as they extend their numeracy and counting skills. Children delight in making different models with playdough, quickly grasping how to use different tools for cutting and

making shapes. They develop important personal and social skills through daily routines such as helping lay the table for lunch and snack and washing their hands. The childminder strongly advocates giving children autonomy and this approach offers children exciting opportunities to become skilful learners, who take manageable risks and learn key skills for the future. Each child's learning and development is meticulously monitored through observation and assessment, with their next steps for learning clearly leading the future planning. This results in a wonderful child-led play environment where children are highly active and enthusiastic learners.

Children show they feel safe and content with the childminder, for example, by bursting into song, giving a lovely rendition of 'twinkle twinkle little star' to the childminder and their peers. They are able to follow instruction very well, behave appropriately and learn how to treat each other and the environment with respect. The childminder is fully aware of children's individual needs, including the languages they speak. However, she does not fully embrace this into her practice, for example by providing children with play experiences and opportunities to use and celebrate their home language. This limits how well she is able to comprehensively promote inclusion. Nevertheless, cultural celebrations, tasting different food and learning about a wide range of religions and faiths enable the children to learn about diversity in the world around them. A display of pictures of painted hands, with hello in different languages is also used to promote an inclusive and friendly welcome into the childminder's home. The children's health is supported exceptionally well, as they learn about the importance of following a healthy lifestyle. Children eat a range of healthy and nutritious meals and snacks and have access to fresh drinking water throughout the day. They enjoy excellent opportunities to engage in a wide range of physical activities both at the childminder's home and on outings around the local community. They learn about the effects of exercise on their bodies, and younger children begin to learn skills such as riding a tricycle, climbing and moving around safely.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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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