

## Inspection report for early years provision

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<b>Unique reference number</b>	EY261049
<b>Inspection date</b>	24/11/2011
<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 2003. She lives with her husband, two grown up children and one child over eight years in Walton-on-Thames in Surrey. The family has a cat and a rabbit. All areas of the ground floor are used for childminding activities. Toilet facilities are on the first floor and the bedrooms are used for young children to sleep. There is a fully enclosed garden for outdoor play. The home is situated close to local schools, parks and shops.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is also registered to employ an assistant, who is currently her husband. When working alone, registration is for six children under eight years, of whom no more than three may be in the early years age range and of these no more than one may be under one. When working with an assistant, she may care for 10 children under eight, of whom no more than six may be in the early years age range, and of these two may be aged under one year at any one time. There are currently seven children aged under eight on roll, six of whom are in the early years age range. One child aged over eight also attends. The childminder is a member of the Surrey Childminding Network. She holds a Level 3 early years qualification and is accredited to accept nursery education vouchers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are exceptionally happy, safe and secure in this very effective setting. The childminder ensures high levels of engagement with parents, is extremely knowledgeable about children's individual needs, and skilled in her use of observational assessment to inform and guide activity planning. This means that children progress exceptionally well. Overall, the childminder has effective partnerships with other settings to provide continuity of care and learning. Self-evaluation is very successful in identifying and targeting priorities for improvement. The childminder shows a very strong capacity for 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:

- 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**

The childminder provides an extremely welcoming, safe and stimulating environment for children. The childminder takes particularly robust steps to help her safeguard children. She has an excellent knowledge and understanding of the procedure to follow if she is concerned about a child's welfare or development. She acts on possible concerns promptly. Children's welfare, learning and development is particularly well monitored, supported and safeguarded. The childminder has an excellent understanding of children's backgrounds and individual needs. She uses rigorous and sensitive daily record keeping and engages effectively with parents to ensure that she can fully meet children's unique care requirements. Children's understanding of diversity is raised as they play contentedly with dolls and small world people figures depicting different skin tones and disabilities. They also take part in exciting festival celebrations, such as for Chinese New Year where they all dress up and eat a sumptuous meal with children's chopsticks. She keeps detailed records which present a comprehensive profile of each child. These include observations of children's behaviour, levels of confidence, intellectual capabilities, progress and development, accidents, pre-existing injuries and general health and wellbeing.

The childminder provides a plentiful supply of resources to support play and learning. These are used exceptionally well to support and extend children's individual needs and to promote equality and diversity. They are stored accessibly to encourage independent play and learning. The childminder makes excellent use of local authority training opportunities to improve her practice. For example she has completed the Every Child A Talker training programme. As a result an area of her dining room has been transformed into a delightfully cosy area to encourage communication, language and literacy. This area is equipped with books, puppets and decorative boxes filled with items to encourage sensory exploration and descriptive language. The childminder makes excellent use of the outdoor environment. She uses her garden, the gardens of her childminder friends, parks, and wide open spaces. She organises the day very successfully to ensure a balance of time spent within the home and engaging in community activities.

Parents hold the childminder in exceptionally high regard. They describe her as a 'brilliant teacher and advisor'. They state that the exciting range of activities and visits to different environments are key to their children's high levels of enjoyment and progress. They attribute children's 'perfect manners', knowledge of colour, shape and numerals, and developing literacy skills as 'all down to the childminder'. The learning journey records reassure them that activity planning is 'well thought through to maximise children's individual progress'. The childminder has introduced herself to the other settings that children attend and has obtained a copy of their group planning themes and topics. However, although she is making considerable effort, partnership working is in the early stages and not yet fully developed. This means that there is not a fully shared approach to children's care and learning.

The childminder is highly reflective and demonstrates a strong commitment towards continuous improvement. Self-evaluation is achieved through a variety of

ways. She reflects on what she has learned from training workshops, reviews her practice through the local childminding network and reads childcare publications. She has very recently embarked on the local authority's comprehensive quality assurance programme. She is able to effectively prioritise areas for development and set well-focused targets. Current plans include further improving the resourcing of the garden and making use of her husband's skills and interests, which provide a terrific complement to her own. This shows a high capacity for ongoing improvement

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

Children demonstrate a strong sense of belonging in this delightful environment. They enjoy helping to keep it tidy, for example sweeping up using the dustpan and brush and putting away the toys. They enjoy making the playhouse window boxes look pretty by planting and growing flowers. They move freely around the childminder's home helping themselves to toys and resources and confidently ask for things that are not directly accessible. The childminder bases her planning on children's preferred and developing interests. She challenges their capabilities and extends their knowledge and understanding. For example, children's spontaneous questions are answered brilliantly through the use of recorded television programmes. These show a presenter going down under a drain and visiting a sewage treatment plant to see what happens to what is flushed down the toilet. The playhouse is turned into a spaceship to support their fascination with rockets and models are made from recycled materials and construction equipment. Younger children enjoy emptying and filling containers. They learn about weight, volume and capacity as they transfer sand, water and lentils.

Children are challenged by the childminder's range of technological resources, such as a two way radio and floor robots. These help them learn about control, directional language and programming. Children use pencils and crayons to 'write' prescriptions, menus and price lists for their pretend play, to create pictures or make marks. They make themselves comfortable in the cosy book corner, sharing books and telling themselves stories as they look at the pictures.

Children enjoy healthy snacks and meals and develop excellent social skills through family meal times. They sleep at times consistent with their home routines and willingly go to bed which means they are refreshed and ready for more exciting activities in the afternoon. The childminder makes excellent use of the outdoors to support all areas of learning and promote good health. Children make dens and camps from bracken and twigs in the woods and also with blankets over the swing frame in the garden. They collect water from the pump, pour it into drain pipes and guttering and watch it travel. They enjoy turning the playhouse into a hospital for people or animals and carrying out 'operations'. Children develop an understanding of their own capabilities through activities such as tree climbing. They are taught to use scissors safely, develop good road safety skills and find out about stranger danger. They know, for example, to keep their high visibility vests on so that the childminder can see them amongst a crowd of children. Children

learn about fire safety through regular evacuation practice and visits to the fire station.

## 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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