

Inspection report for early years provision

Unique reference number	EY267159
Inspection date	24/11/2011
Inspector	Janet Thouless
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.

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 registered in 2003. She lives with her children aged 11 and seven years in Walton-on-Thames, Surrey close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is a garden for outdoor play. She has two pet rabbits. The childminder is registered to care for a maximum of five children under eight years at any one time, of these no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children in the older age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends the local toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for by a highly experienced childminder who has an astute understanding of the individual characteristics and needs of the children; this enables her to work very effectively to meet their learning and welfare needs. Children thrive in the exceptionally well organised child-friendly setting and through access to a wealth of stimulating opportunities make outstanding progress in their learning. The childminder's practice is exceptionally well supported through the highly positive relationships with all parents, ensuring excellent channels of communication are in place to fully support both the welfare and learning needs of children. The childminder has a clear understanding of her strengths and areas for future development overall. She is passionate about creating memorable learning experiences for all of the children in her care and there is excellent capacity for maintaining 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 access to training opportunities to enhance personal development and knowledge.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded because the childminder has a comprehensive awareness of safeguarding issues. She understands her

responsibility to protect children, is confident about those issues that would cause her concern and what action to take if necessary. The childminder implements an extremely comprehensive range of policies and procedures which are updated on a regular basis and are used to underpin her practice. These are made available to parents so they are fully aware of the service on offer. Comprehensive risk assessments of all areas that children may come into contact with are recorded effectively. As a result, children are confident to explore and learn in a secure and safe, yet challenging, indoor and outdoor environment. The childminder demonstrates her ambition and drive for improvement in the service she provides with exceptional enthusiasm. She sets herself high standards which are embedded in all areas of her practice. Furthermore, by attending training and reading literature on current childcare practice, she is continuously enhancing the welfare, learning and development opportunities for the children in her care. As a result, outcomes in children's achievements and wellbeing are extremely high. The childminder constantly evaluates the service she offers to the children and their parents, in order to identify any improvements that can be made.

Children benefit from being cared for in an extremely enabling home environment that is welcoming and child-friendly. The excellent range of activities and resources are extremely well presented in colourful boxes, containers and baskets to develop children's independence as they self-select. For example, the storage boxes are clearly labelled with both pictures and words enabling children to quickly identify their contents. Children are developing a great knowledge and understanding of diversity through the excellent range of resources and artefacts which reflect traditions within the children's cultures. Children's special educational needs and/or disabilities are fully respected and integrated into the daily routines of the setting. For example, she is extremely aware of how children develop, therefore can recognise when they may need additional support and shares her findings with parents.

The childminder has established excellent partnerships with parents and this significantly contributes to the children's care, welfare and education. The childminder knows the culture and background of each child extremely well and values the views of parents. Parents are provided with a wealth of photographic evidence of their children at play and are able to view their children's observation folder at regular meetings with the childminder. A daily diary for parents gives detailed information about their child's day and any developmental milestones and offers them an opportunity to share their views and opinions. This enables parents to be fully involved and contribute to their children's care and learning. Parents are highly complimentary about the service provided by the childminder. Parents comment that they are extremely happy with their children's progress and delighted to have found an amazing childminder. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

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

Children are active, inquisitive learners who are eager to learn and consequently make exceptional progress in their learning and development. They have developed close, strong and caring attachments to the childminder through high quality adult interaction and the extremely organised daily routine. As a result, young children gain a strong sense of security. Planning for each child stems from the childminder's observations of their interests, play and achievements, all of which are recorded in individual folders. The adult-led, planned activities are then accurately set at the right level for each child to ensure they each enjoy and achieve consistently at their own level and pace. Children are engaged and show high levels of interest in all that they do as they receive constant praise and reassurance. Children's behaviour is excellent as they respond well to the high expectations and consistently good example of the childminder. The high quality adult interaction and extremely organised daily routine help young children to gain a strong sense of security.

Children show a great interest in exploring different textures in sensory activities. They scoop up oats pouring them into a funnel, squash jelly between their fingers and make marks in shaving foam. The childminder supports them in their play by involving herself as a play partner, making comments and using questions as part of a conversation, for example 'I wonder what will happen when we pour the oats into the funnel', 'Oh it comes out the other end'. This helps support children's language for thinking. Children are encouraged to share resources and happily take turns; this helps them to become more understanding of others. Children develop their imaginations very well when taking on different roles in role play. They enjoy dressing up as police officers and driving around in their pretend police cars.

Children's interest in listening to stories is fully promoted. They show absolute delight in naming familiar animals in a story, using rhyming words and giggling as they repeat favourite words. Children explore a treasure box and carefully remove chosen items and talk about their findings. They chat to mummy on the play mobile telephone, place necklaces over heads and bangles on wrists. Numeracy and problem solving consistently form part of the children's daily activities, through adult-led and child-initiated activities. For example, they fill and empty containers in water play and sing counting songs and rhymes. The childminder takes photographs of children participating in activities and compiles scrap books and displays; children eagerly look at the photographs of themselves and their friends. This helps them to recall past events and feel fully included. Samples of their creative work are displayed on the walls, creating a bright environment and instilling a sense of pride into each child.

The wide range of outdoor play experiences supports children's physical development and allows them to take acceptable risks in a safe environment. Children benefit from many visits in the community to help them learn about their immediate environment. They attend singing groups, visit the library and enjoy walks across local fields and woodlands collecting conkers, fir cones and leaves.

Children develop excellent understanding of how to be safe. They wear florescent high-visibility jackets and wrist bands when out walking, stop when they hear a car and wait to listen to instructions before crossing the road. Children develop exceptional understanding of healthy lifestyles. The childminder prepares healthy snacks and meals that she knows the children will enjoy and that are well-balanced. Children learn where foods come from as go on farm walks or talk with the childminder as they play about how oats make them big and strong. Children sit together at meal times and enjoy participating in many worthwhile conversations about their day. They show exceptional awareness of the hygiene routines, as the youngest of children hold out their hands to be cleaned at meal times. Babies and very young children are very content and settled because their individual routines are totally respected. This ensures they have sleeps so they are happy and refreshed, ready for more play. These positive early experiences provide children with an exceptional start in life to enable them to develop the skills needed for their future success.

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	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

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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