

## Inspection report for early years provision

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<b>Unique reference number</b>	132068
<b>Inspection date</b>	06/12/2011
<b>Inspector</b>	Lisa Toole
<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.

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 1993. She lives with her husband and adult daughter in East Molesey, Surrey. The ground floor of the premises and one bedroom on the first floor are 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 also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is also registered to provide overnight care for one child under 8 years.

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

Overall the quality of the provision is outstanding.

The childminder provides exemplary care for all the children she minds. Her dedication to her practice and the welfare and happiness of minded children is superb. Consequently children are making excellent progress in their learning and development towards the early learning goals. The required documentation is in place to effectively support the safe management of her practice. The organisation of her accident record is an area for review to extend how she maintains confidentiality. All partnerships are highly effective, supporting children's needs and helping to narrow possible achievement gaps extremely well. The childminder rigorously monitors all aspects of her childminding practice to identify areas for further improvement, in order to enhance the outcomes for children. Consequently her capacity for continuous improvement is outstanding.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- enhancing the organisation of the accident record to enable confidentiality to be fully assured.

## **The effectiveness of leadership and management of the early years provision**

The childminder's arrangements for safeguarding children are meticulous and embedded in all aspects of her practice. She has an excellent understanding of her

role and responsibilities, including regarding child protection and safeguarding children from un-vetted persons. She maintains all records required for the safe and efficient management of her provision and to meet all children's needs. These include risk assessments, medication records and children's registration forms. She uses her accident record to comprehensively detail children's minor accidents, although she occasionally records two different children's details on one page in the accident book. This has a very minor impact on how she maintains confidentiality and minimal effect on the welfare of the children.

The childminder creates a rich, child-friendly and highly purposeful learning environment for the children. Children are able to flourish and feel a very strong sense of belonging in her home. She adorns walls with their creative efforts, displays photograph boards of them engaging in activities; she also provides individually named pegs for their personal belongings. There is a superb range of resources to extensively support children's needs in all areas of learning, across a wide age-range. These include a vast array of technology toys, books, play figures and toys for imaginative play and construction materials. Children very confidently make their own choices about what they do and play with because of the low-level storage and free access to the resources. Posters displayed around the play areas reinforce very positive messages about inclusion, equality and diversity, as well as being successfully used as teaching aids.

The childminder is highly ambitious, and motivated to drive improvement in her practice, in order to enhance the quality of her childminding practice. She critically reflects and evaluates her provision, identifying areas to enhance further. The childminder attends training to increase her skills and uses the information gained to extend children's learning and play opportunities. Parents and children are heavily involved in decision-making on key matters affecting the childminder's provision. The childminder uses very well established and highly inclusive procedures, including self-evaluation. Children and parents share their views about her care through discussion and by completing written questionnaires. The childminder uses their comments to very successfully drive improvement in her practice. For example, she is greatly enhancing children's health with the introduction of dental hygiene routines following a comment made by a parent. When children request additional toys, such as more aeroplanes, the childminder positively acts upon this to extend their play opportunities and support their current interests. Written comments from parents wholeheartedly reflect that they are extremely happy with the quality and level of care their children receive. The childminder keeps them very well informed about their children's days with her through the use of text messages, daily diaries and verbal feedback. Her partnerships with other childcare settings that children attend are exemplary. She invests a great deal of time and energy into establishing and maintaining links with other nurseries children attend, to provide continuity of care. She works collaboratively with them to share information about children's learning and development, to enhance their future outcomes.

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

Children are making significant progress towards the early learning goals of the Early Years Foundation Stage. The level of teaching and support they receive from the childminder is highly impressive. Children are very active learners, who play a dynamic role in their own learning because they are encouraged to make their own decisions about what they do and play with. The childminder successfully embeds key skills for the future regarding literacy, numeracy and technology through all aspects of the provision to support children's progress and transitions to school. Children confidently chat about their experiences, such as outings they undertake to a gymnastics group, which helps develop their physical skills and agility. They show how the childminder very positively promotes equality and diversity when they say hello in Arabic, which they have been learning recently. Children confidently count beyond 20 after constructing 'a tree' with plastic triangle shapes, commenting whose is the biggest. They learn about nature and the world around them through highly purposeful, stimulating activities and outings. For example, children learn how to plant and grow their own fruit and vegetables in the childminder's extensive garden, which they later enjoy for snack time. This helps them develop healthy eating practices and learn about where their food comes from. Children delight in making marks as they develop their early writing skills. They also have great fun creating their own collages to express their creativity. The childminder consistently supports children's individual learning styles and needs exceptionally well. She carries out excellent routine observations, identifies children's next steps for learning and their changing interests, before planning and organising her provision to support these. For example, the childminder organises trips to places such as an aircraft museum, to build on one child's current fascination with aeroplanes.

All children show that they are developing a very good understanding of how to keep themselves safe and healthy. They demonstrate exceptionally positive behaviour, use lovely manners and behave respectfully. This helps them make a positive contribution. Children learn about the diversity of other cultures, languages and religions through extremely well planned adult-led activities. The childminder places a very high priority on teaching and helping children to feel safe. They regularly practise fire evacuation and general emergency procedures to learn what to do in the event of an accident or fire. While investigating nature, they learn about danger in the world around them, such as the plants not to touch. The childminder nurtures healthy lifestyles, with children learning about the importance of eating five portions of fruit and vegetables each day, as well as getting plenty of exercise and fresh air. Children have extremely good opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

## 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	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

<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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