

Inspection report for early years provision

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Inspection date	23/01/2012
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 was registered in 1998. She lives with her partner and school-aged child in Weybridge, Surrey. The whole of the childminder's ground floor flat is used for childminding and there is a garden for outdoor play. The family has a cat.

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 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 two children in the early years age group. She also offers care to school-aged children up to 11 years.

The childminder takes children to children's groups, local parks and the library 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 in a highly effective, safe and stimulating environment where all outcomes are exemplary. They make excellent progress in most areas of their learning due to the childminder's thorough knowledge and understanding of child development. Robust policies and procedures underpin excellent quality care and education. The childminder maintains highly effective partnerships with parents and others, which impacts positively on outcomes for children. The childminder is a highly reflective practitioner, who has maintained outstanding practice since her last inspection. She has mostly continued to develop her knowledge through attending training and development opportunities. She maintains an outstanding capacity 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:

- providing further equipment involving information and communication technology to support children's learning, for example, digital cameras and computers.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded because the childminder promotes children's safety consistently. She clearly understands her responsibility to protect children, and is confident about those issues that would cause her concern and what action to take if necessary. The childminder provides all parents with a detailed welcome pack, which includes the extensive range of policies and procedures that underpin her high quality service. Risk assessments are thorough. Stringent measures are in place to minimise any potential risks to children. For example, risk assessments are adapted to reflect change, and the childminder reviews these when new children arrive. The childminder demonstrates her ambition and drive for improvement in the service she provides with exceptional enthusiasm. She sets herself extremely high standards, which are embedded in all areas of her practice. Furthermore, by attending training on a regular basis, she is continuously enhancing the welfare, and learning and development opportunities for the children. As a result, outcomes in children's achievements and wellbeing are extremely high. The childminder evaluates the service she offers effectively, in order to identify improvements she can make to benefit the children and their families.

The childminder places the promotion of equality of opportunity at the heart of her provision. For example, she speaks to bilingual children in their home language, as well as English. This helps them feel fully included and promotes continuous development. All children benefit greatly from being cared for in a highly stimulating and welcoming home environment. An excellent range of age-appropriate resources is freely accessible and children confidently choose what they would like to play with. These include an excellent range of games, books and rhymes in both French and German. The childminder arranges toys and resources in inviting ways to stimulate children's curiosity and desire to explore. Children experience an extensive range of festivals, for example, participating in crafts such as Rangoli patterns. As a result, children learn about the background of festivals and celebrations at a level they can understand. The childminder selects toys and play resources that present non-stereotypical images and positive role models to all children.

The childminder has established excellent partnerships with parents and others 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 and others. Parents receive daily information regarding their child's care and welfare and are frequently able to view their children's 'Learning Journals'. The childminder seeks views of parent, carers and children through regular detailed questionnaires. This enables parents and children to be fully involved and contribute to the excellent care and learning on offer. Parents are extremely happy and highly complimentary about the service provided by the childminder. The childminder has established highly effective partnerships with others involved in the care of children and their families.

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

Children flourish and make excellent progress in all areas of learning and development. Children demonstrate an extremely strong sense of belonging in the setting. Well-established routines and excellent interaction from the childminder helps children to feel safe. As a result, children have developed extremely strong and caring attachments with the childminder. There is a great emphasis on children learning through play and having fun. Children access an excellent range of stimulating activities and experiences, which are thoughtfully planned taking into account children's individual interests and needs. The childminder observes and records the children's progress and achievements, then collates the information to clearly identify their next steps in learning. To involve children in the planning of activities, many interesting worthwhile conversations take place on 'what did you enjoy and not enjoy today'. The childminder then uses this information to plan activities that inspire and interest the children. The childminder compiles keepsakes, such as scrapbooks, which contain photographs that are special to the children. She sends these home for children and their families to enjoy. Children are engaged and show high levels of interest in all that they do. They receive constant praise and reassurance, which builds their self-esteem and confidence extremely well.

Children enjoy themed topics about people who help us and learn about other cultures through celebrating an extensive range of festivals. They also learn about different countries by exploring maps. For example, bilingual children show great interest and delight in identifying their family's home country. This inspires a keen interest in the world around them. Numeracy and problem solving consistently form part of the children's day, through adult-led and child-initiated activities. For example, singing counting rhymes from the music box and participating in cooking activities, where they learn about weight and measure. Children have excellent communication skills. They demonstrate an eagerness to join in and take turns in conversations, confidently expressing their thoughts and ideas. They have share books with the childminder every day. The childminder ensures this is a pleasurable experience by introducing an extensive range of books that include children's current favourite stories and rhymes. Children develop their imaginations extremely well when taking on different roles in pretend play. For example, they enjoy dressing up as fairies and acting out different situations. Children enjoy the many opportunities they have to access resources for their creative development. They enjoy the range of information and communication technology. However, there are fewer opportunities for older children to experiment with technology such as digital cameras and computers. The childminder actively encourages children to make a positive contribution. They show a sense of responsibility for their environment. They eagerly help tidy away, set the table for lunch using individual placemats and offer to help with everyday tasks. Well-established routines and positive interaction from the childminder helps children feel safe.

Children are developing an excellent understanding of keeping healthy. The childminder provides them with an excellent range of healthy home cooked meals and snacks each day. She involves children in menu planning and takes them to

local shops to choose their own fruits and vegetables. In addition, they enjoy fruit and vegetable picking through the spring and summer months. As a result, children are extremely well supported in making appropriate choices and healthy options. They brush their teeth daily to help fight tooth decay and place their toothbrush in individual bags to minimise cross infection. The exceptional range of outdoor play experiences supports children's physical development and allows them to take acceptable risks in a safe environment. They enjoy daily trips to many local parks and recreation areas. They benefit greatly from the many visits within the community to help them learn about their immediate environment. They attend drop-in groups, visit the library and enjoy many local walks to observe local wildlife. These positive early years' 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	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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