

## Inspection report for early years provision

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<b>Unique reference number</b>	153790
<b>Inspection date</b>	26/01/2012
<b>Inspector</b>	Teresa Elkington
<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 2001. She lives with her husband and two children in a village location, close to local schools and parks in Newdigate, Surrey. Children have access to all of the ground floor, with toilet and sleeping facilities provided on the first floor. Children have access to an enclosed secure garden for outdoor play. The family has pets, including two dogs, a cat, three guinea pigs, a rabbit and fish.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children. She is currently caring for three children in the early years age group.

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

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development as they have countless opportunities to explore all areas of learning through highly stimulating first-hand play experiences. The childminder fully understands the uniqueness of each child and their individual needs are extremely well catered for. The childminder constantly and effectively supports child-initiated learning, which inspires children to develop as young and inquisitive learners. The highly positive relationships that she establishes with parents and other providers of care, effectively support both the welfare and learning needs of children. The childminder works very effectively in continuously driving improvement through the use of reflective practice. Overall, her self-evaluation method enhances the high quality care and learning experiences for children.

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

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

- consolidating the culture of reflective practice through self-evaluation, in order to further improve the outcomes for children.

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

The childminder places strong emphasis on children's safety. All of the required documentation, policies and procedures to support children's welfare are in place

and are maintained to a very high standard. The childminder has a thorough and secure knowledge and understanding of safeguarding children, which is supported through her regular attendance of child protection training. Thorough written risk assessments fully reflect all aspects of the service both within the home and beyond. Therefore potential hazards are minimised, which enables children to feel safe at all times. The childminder maintains high standards of hygiene throughout the home, which are supported by rigorous procedures in support of children's good health and well-being.

The childminder evaluates her provision constantly and shows a continued commitment to provide the best outcomes for all children in her care. She acknowledges that her self-evaluation methods lack structure, which hampers their effectiveness in continually enhancing the outcomes for children. She has a strong commitment to her own development as a childcare professional. She makes excellent use of all training opportunities that are available to her, which enables her to continually refresh her own knowledge and to bring about positive changes to her child-centred environment. The childminder shows an exceptional passion, dedication and enthusiasm for her role, which enables her to provide extremely high quality care, alongside a stimulating learning environment.

Children play and learn in an extremely child-orientated environment. The excellent organisation of play resources, alongside the supporting picture cards depicting other available resources, allows children to develop their independence. They can freely select from a vast range of high quality toys, resources and equipment, which allows them to fully follow their own interests and desires. Children thrive in a highly inclusive environment where they learn about equality and diversity at a level that they are able to understand, which develops their knowledge of the world in which they live. For example, children show delight as they explore and use a range of musical instruments from around the world and enjoy role play within the Chinese restaurant, which is equipped with a range of utensils that are unfamiliar to them, enabling children to explore and learn. Children also have access to a range of books which depict words in other languages as well as their own, which raises their awareness of differences within their lives. The childminder is fully committed to promoting equality of opportunity and works tirelessly to support the uniqueness of each child in her care.

Partnerships with parents are exemplary. Parents are fully engaged in the work of the childminder, which is reflected in the excellent use of the regular questionnaires that parents complete. They have an abundance of information through the use of notice boards and a comprehensive and well-maintained portfolio. The childminder works hard to establish excellent links with parents and their children, prior to care commencing. The childminder takes time to visit children within their own home environment, which enables her to observe children at play and discuss their routines and achieved milestones. This provides a rich building block for the childminder to effectively plan for children's individual needs and interests during the early transitional period of care. Ongoing dialogue between parents and the childminder fully enhances a cohesive approach to agreeing targets for children's ongoing development. The childminder develops very good links with others providing care for children in the early years age range, which provides a very secure foundation to build upon children's developmental

progress.

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

Children flourish and make exceptional progress in their learning and development. The childminder provides an extremely caring environment and radiates a passion to provide the best possible care for children. She is committed, enthusiastic and innovative in creating a positive and enabling environment, which reflects the great emphasis on children learning through play and having fun. Successful planning, taking very good account of children's interests, means that all children are engaged and making excellent progress. Systems for observation and assessment of children's learning and development are highly effective, which results in well focused programme that is tailored to meet their individual needs.

Children show they are entirely relaxed and at home within the childminder's care, enabling them to follow their own interests and desires through all aspects of their play. Children's enjoyment of books is expertly supported by the childminder as she introduces story boards and visual aids to make stories come to life. This enables children to be fully engaged and full participants as they listen attentively as the story unfolds. The childminder actively uses incidental opportunities to fully enhance children's awareness of mathematical concepts. For example, as she encourages children to count out the spoons of rice that they are transferring to bowls; and as she helps children to make associations with household and play utensils to develop their understanding of size. Children enjoy using a wide and inviting range of technological equipment which gives them excellent skills for the future. The childminder supports children's artistic flair exceptionally well. They thoroughly enjoy and show delight as they experiment and play with the musical instruments and show confidence as they sing their favourite songs in the microphone.

Children enjoy a wealth of opportunities for plenty of fresh air and exercise as they enjoy play times in the well-equipped garden. This helps them to develop their physical skills and enjoy a range of imaginative play experiences through the use of the play house. Children develop a high understanding of the importance of healthy living and good hygiene practices. Children enjoy a range of freshly prepared nutritious meals and snacks which are reflective of their individual dietary needs and requirements. Good personal hygiene practices are established through gentle reminders from the childminder, promoting children's awareness of protecting their good health from an early age. Children's awareness for their own safety is expertly reinforced by the childminder. For example, she raises children's awareness of the possible dangers when using the slide, alerting them of the need to take care, so that their play does not pose a hazard to themselves or others.

Children's behaviour is exceptionally well supported through the positive role model provided by the childminder. Her calm, caring and consistent approach helps children to develop their understanding of the need to show respect and play harmoniously together. The innovative use of puppets in children's play helps them

to express their thoughts and develops their understanding of right from wrong. Displays of their work create a bright environment and instill a sense of pride into each child. Children gain an exceedingly good awareness of their wider community as they visit local amenities and take part in adventures further afield. For example, they visit London, farm yards and nature parks. Socialisation skills are fully encouraged and supported as they attend a range of child-based activities away from the home, which are planned in support of children's individual needs. Overall, children are able to thrive in a setting where they are valued as individuals, due to the enthusiastic care of the childminder who provides many exemplary opportunities for them to grow and flourish.

## 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

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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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