

## Inspection report for early years provision

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<b>Unique reference number</b>	EY235515
<b>Inspection date</b>	08/02/2012
<b>Inspector</b>	Helen Penticost

<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 registered in 2003. She lives with her husband and two school-aged children in Epsom in Surrey. The ground floor of the childminder's house is used for childminding and there is an enclosed garden for outdoor play. The childminder is registered to care for six children at any one time. She is currently minding four children in the early years age group, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is willing to drive to local pre-schools to take and collect children. She attends the local parent/toddler group and takes children to local facilities, such as the library, soft play and the park. The childminder is a member of the Surrey Childminding Network.

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

Overall the quality of the provision is outstanding.

The childminder is extremely effective at meeting children's needs, because she has an excellent understanding of how children learn and develop. Therefore, children make excellent progress. The environment is very well organised with resources being carefully labelled, although some are stored out of children's reach. Highly effective systems are in place for working in partnership with parents and other agencies, which ensure consistency and coherence. The childminder has a highly positive attitude towards her professional development which, in turn, very strongly promotes 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:

- devising a system that fully enables children to select all resources independently.

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

The childminder has an excellent understanding of how to safeguard children. She is very clear about her role in highlighting and reporting any concerns that she may have. The childminder is highly organised and all of her regulatory paperwork is maintained in an outstanding manner. Excellent procedures are in place for recording accidents and medication. The childminder's excellent knowledge and

understanding of potential hazards helps to ensure that children are kept safe at all times. For example, thorough, written, risk assessments that fully reflect the setting are in place and updated regularly. The childminder extensively promotes home safety with children. They regularly practise the emergency evacuation procedures, which are then recorded and evaluated. This helps children to fully understand about keeping themselves safe in an emergency.

The dedicated playroom provides children with an extremely child-orientated, warm and friendly environment where they play, learn and flourish. All resources are of exceptionally high quality and are very clearly labelled with both words and pictures. Established children confidently request items which they wish to play with. Children who are new to the setting, or any for whom English is an additional language, may not be able to freely select toys as easily. The childminder acknowledges that improving access will fully enable self-selection. Within the playroom, the childminder displays children's work and posters, including photographs of minded children past and present; all of these, highly promote children's very strong sense of belonging.

The childminder demonstrates an excellent commitment to improving her knowledge and expertise and keeps herself current with new initiatives in childcare. She carries out frequent, high quality assessments of her service through completing written self-evaluation and seeking the views of both parents and children. She has excellent plans for the ever-changing dynamics of her setting to support her in providing high quality outcomes for children. The childminder fully promotes positive attitudes to diversity. She provides highly stimulating activities that encourage children to value aspects of their own and other people's lives. For example, they celebrate festivals, such as Chinese New Year, and try eating with chop sticks. Highly effective systems are in place for communicating with others providing early years education, and with agencies, which promote consistency for children.

Partnerships with parents and carers are exceptionally well established. Parents receive copies of all her written policies, including a child protection policy. The childminder highly maintains contact books for children and verbal discussions about their children take place daily with parents. These processes mean that children receive excellent, consistent care, because regular discussions of their needs take place. Parents provide the childminder with information about children's starting points, likes, desires and interests, which enables her to plan for their individual needs immediately. Parents' comments show their extreme delight in the quality of care and learning provided. Written feedback includes comments, such as, 'I have found the childminder to be reliable and highly organised and have full trust in her ability to look after my children.' Another parent notes that the childminder 'provides an excellent environment for the children at her home'.

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

Children flourish in the care of the dedicated and experienced childminder who embraces each child's individual learning, development and care needs exceptionally well. Planning of the learning environment is very clearly linked to all learning areas, with free access to continuous provision throughout the day, indoors and outdoors. The childminder undertakes daily observations of children at play and clearly links these to the areas of learning. She uses this information most effectively to target future learning needs, as children progress towards the early learning goals. The planning of the provision is always supported through what the childminder learns from children as individuals. Children are extremely happy and secure and enjoy their time in the childminder's care

Children's behaviour is exceptional and they are fully supported through the positive role model provided by the childminder and her calm, caring and consistent approach. The childminder has developed strong bonds with children, who approach her for cuddles and reassurance. Their sense of belonging is fully embraced, as their wonderful creations of art work are most effectively displayed on the walls of the playroom. Children eagerly undertake outings. They visit local toddler groups, parks, farms and soft-play centres to socialise with others in their community and to very well enhance their physical development.

Children's communication skills are developing very well as the childminder introduces new vocabulary and extends conversation. Children's love of books and stories is fully enhanced through spending unlimited, quality time with the childminder looking at books and reading stories. They undertake number and counting activities during their play and daily routines and the childminder most successfully uses and introduces mathematical language and positional ideas. For example, they count pieces of play food, look at the different shapes and sizes of balls and place items in, under and on top. Children's creative flairs are highly effectively and actively promoted, as they undertake countless activities involving art and malleable materials. They demonstrate great delight, as they make patterns on heart-shaped paper using marbles that they roll in the colour of paint of their choice. In such activities, the childminder instinctively involves language based upon colours, shapes and numbers, which fully supports children's understanding of mathematics.

Children's health is exceptionally well promoted, as they attend to their own personal hygiene needs, accessing towels that are clearly indicated through personalised labels. They enjoy healthy snacks and home cooked meals, which fully take into account their individual dietary and medical needs. Drinking water is accessible to children at all times. Children have an excellent understanding about the foods which are good for them. They study individual fruit and vegetable charts that clearly identify which foods children have tried, tasted and enjoyed.

## 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met