

Inspection report for early years provision

Unique reference number	EY362636
Inspection date	08/02/2012
Inspector	Christine Clint

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.

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Description of the childminding

The childminder registered in 2007. She lives with her husband and two children who both attend school. The home is situated in the village of Ashted in Surrey. All areas of the house are used for childminding and there is an enclosed garden available for outside play. The family has indoor fish and two guinea pigs. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years, three children may be in the early years age group. When working with an assistant the childminder may care for eight children under eight years and six children may be in the early years age group. The childminder is accredited and provides funded educational places for three- and four-year-old children. She is currently caring for six children on a part time basis; three children are in the early years age group. The childminder walks to school to take and collect children. She attends the local parent and toddler group and takes children to the local park and the library. She is a support childminder in the area for newly registered childminders.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of child development and helps children make significant progress in their learning. She has developed an extensive knowledge and understanding of the Early Years Foundation Stage framework. The childminder has used in-depth self-evaluation to assess her provision and plan for continuous future improvements. She has fully embedded her own systems for monitoring the progress of the children in the early years age range. Strong and supportive relationships are in place with parents and the childminder is beginning to establish closer links with other carers to increase children's development.

What steps need to be taken to improve provision further?

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

- extending and further developing the links with other carers to promote children's learning and progress.

The effectiveness of leadership and management of the early years provision

The childminder shows an excellent level of commitment to ensuring that her knowledge of safeguarding children is maintained through training. She keeps up-

to-date with all relevant information and reflects this in her policies and procedures. She very comprehensively assesses risks and hazards in advance, keeping records to show how she protects children in the home, the garden and in various locations. She has greatly encouraged children's individual understanding of keeping themselves safe. The childminder has very well organised records for all the children attending. She has a professional and dedicated attitude towards driving improvements. Her comprehensive self-evaluation shows her full understanding of the regulations and demonstrates a significant capacity for continuous improvement. She has increased her knowledge and awareness by attending a very wide variety of training since the last inspection.

The childminder uses all areas of her home effectively by including an excellent and fully accessible choice of play resources upstairs and downstairs. She provides a comfortable and inviting child-centred environment, where children gain from being involved with her in daily practical ways of learning. The childminder encourages children's interaction at all times and she is fully aware of how this increases their understanding. The childminder has an inspiring attitude towards meeting children's individual needs and increasing their positive understanding of diversity. She provides a wide range of resources to positively reflect different cultures and abilities and these are included in many areas of spontaneous play. She also makes full use of the library and chooses books and stories to reflect children's individual needs. Children make very significant gains in their learning and their high level of progress is fully assessed and monitored by the childminder. She has concise and clear records of their achievements and she effectively plans their next steps in development.

The childminder has established highly positive relationships with parents. She ensures that they are fully informed about all the required procedures. Information is also very effectively displayed within areas of the home, showing parents the benefits of learning through play. Parents provide the childminder with specific written details about their child from the outset and this helps the childminder to plan and organise children's individual development. Parents are provided with daily diaries which are very focused on their child's well being and clearly show new achievements. They are also encouraged to see the plans for future learning and they can comment and give opinions. The childminder effectively uses the information from parents to assess her whole provision. The childminder has developed strong and effective links within the community and within the early years network locally. She has very effectively advanced her own knowledge and understanding and assists new childminders locally. She is beginning to make progress in linking with other carers and is working to develop this further to ensure children's progress.

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

Children thrive in the childminder's care and they clearly relish the attention she provides. They eagerly ask questions and take part in conversations because the childminder suggests ideas and always encourages them to make decisions. They

show concentration and precision when making a fire engine together, competently using glue to join materials. They talk about making a ladder for the top to match the fire engine the childminder has provided. Children are also solving problems as they join the train track. They recognise the bridge is too small for another train to pass underneath and they use their language well to explain this. Children are eager to play outside and put on their outdoor clothes independently because it is very cold.

Indoors, the children are animated and eager to look inside the treasure box the childminder has created. She has linked these with the fire engine theme and children talk about the mobile phone and identify some of the numbers. They discuss the fire engine story and the childminder asks questions and encourages the children to finish sentences as she reads the book. Children count and concentrate as they remember house numbers. They are observant and talk about different house styles. They show excitement and a good sense of humour when playing card games; they clearly recognise numbers and pictures and match the cards with little hesitation. Children feel safe because they are supported and valued at all times. The childminder encourages children to take part in everyday routines. For example, they help with food preparation and learn to use tools safely, peeling carrots and onions using a peeler. Older children write down their ideas about safety and these are displayed on a board. They suggest keeping the stair gates closed and the fire exits clear. Children learn to recognise danger on outings and practise crossing roads safely with the childminder.

Children enjoy regular exercise in the large garden and on the daily walk to school. They make dens and exert themselves during ball games. They chase each other and enjoy the fresh air. Children understand the need for good hygiene and cleanliness. They follow good hand washing routines and have a healthy diet. They see the pictures of the food the childminder provides in her menu to encourage and extend their diets. Children have strong relationships with each other; they are encouraged to use quiet voices indoors, to be kind and to share. Children imitate and learn from the positive warmth and the enthusiastic approach of the childminder. They are developing significant skills for the future through opportunities to extend their understanding of communication and numeracy. In addition, they gain an understanding and awareness of how technology is used practically because they see how the childminder includes the equipment in her daily work.

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

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