

Inspection report for early years provision

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Inspection date	07/03/2012
Inspector	Amanda Tyson
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 was registered in 2011. She lives with her husband and their twin three-year-old son and daughter in a residential area of New Malden, Surrey. The premises are located close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years of whom no more than one may be in the early years age group at any one time. The childminder also offers care to children aged over five years to 11 years. The childminder is currently caring for one child in the early years age group on a full-time basis. She is able to take and collect children from Burlington School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made a strong start to her business. Young children's health, physical and dietary needs are met to an exceptional standard. Provision for outdoor play is a key strength. Children are happy and settle well into her care. The childminder has a good range of play and learning resources. In the main, these are well organised and used to promote and support children's progress towards the early learning goals. The childminder's partnership with parents is exceptional. The childminder makes good use of self-evaluation to identify priorities for further improvement. She is committed to continuing on a journey of professional development and demonstrates strong capacity to achieve her vision of overall excellence in the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- Provide pictures or photographs of things associated with regular routines and showing familiar events, objects and activities to support children's communication and language development
- Provide a range of everyday objects for babies to explore and investigate.

The effectiveness of leadership and management of the early years provision

Children's welfare, care and learning is closely monitored, supported and safeguarded. This is achieved through observation and thorough record keeping

which provides well for concerns to be promptly identified. Her risk assessments are rigorous and effective in minimising accidents and incidents. For example, in addition to the use of child safety gates, finger trapping protectors are fitted to doors and rubber matting to the fireplace surround. Procedures for preventing and responding to a missing child situation are also very well thought through and planned for. The childminder fully understands her responsibilities in relation to child protection and clearly explains these to parents in a written policy. All records and documentation required for the safe and efficient management of the provision are in place and well maintained.

Equality and diversity is effectively promoted through the childminder's individualised planning and strategies used to support children who are learning English as an additional language. Her level of engagement with parents is outstanding. Parents hold the childminder in the highest regard. They are extremely well informed about the Early Years Foundation Stage and play a full and active part in planning for and supporting their child's Early Years Foundation Stage journey. They are immensely satisfied with the quality of care provided and say they 'could not ask for a better childminder'. There are currently no children on roll who attend other settings, or need support from other agencies. However, the childminder is fully aware of the need to work in partnership with any other settings when the need arises.

The childminder has a good supply of manufactured toys and some natural and everyday resources to support children's learning and development. She makes good and appropriate use of local facilities, such as the library, parks, and community-run play sessions to support children's learning and development. Outdoor play is a key feature. The childminder's garden is well resourced and she has purchased body suits to enable the inclusion of non-walking babies in all outdoor play activities.

The childminder makes very good use of local training opportunities to develop and improve her practice. For example, in planning for outdoor play, supporting speech and language and managing unwanted behaviour. The childminder makes very good use of self-evaluation to identify priorities for further development. She frequently seeks the views of parents, scrutinises her observations of children and is always looking to develop ideas. The childminder has mastered the concept of observational assessment extremely well. Her systems are highly effective. Current priorities are focused on gaining knowledge and understanding of the imminent changes to the Early Years Foundation Stage and for the continued development of her garden. For example, future plans include building a mosaic on a panel of trellis, creating an outdoor music area using household utensils, introducing children to gardening activities and providing a range of other resources to encourage children's interest in their immediate and natural world. The childminder demonstrates a strong capacity for sustaining ongoing improvement.

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

Young children are very well settled and have a secure, affectionate and trusting relationship with the childminder. Babies sleep at times consistent with their home routines and parental wishes. Non-walking babies enjoy equal access to the outdoors as fully mobile children because the childminder has purchased protective clothing for them. Rather than having to observe nature from a pushchair they are able to crawl around, whilst keeping dry, in parks and the garden. The childminder makes obstacle courses out of household furniture and babies thoroughly enjoy crawling under chairs, through tunnels and over low-level beams. In doing so, they develop awareness of their own capabilities and limitations which lays the foundations for them to make safe future choices. Babies are very keen to feed themselves using metal, rather than plastic, cutlery. They let the childminder know when they want a snack and their request for fruit, expressed by a point of a finger and purposeful babble indicates a developing preference for healthy food. The provision for supporting children's health is excellent.

The childminder constantly praises babies for their efforts and achievements verbally and by clapping, which babies join in with. The eye contact between them is delightful. The childminder tells them what she is doing using correct words, for instance saying 'dog' rather than 'woof woof', to support the development of speech and language. The childminder asks parents to record lullabies and rhymes in their home language which are, for example, taken on car journeys and played for children at sleep time. In her strive to support their language development further, the childminder enlarged and laminated pre-printed symbols of terms and routines, such as sharing, snack and sleep time. However, plain symbols are too difficult for young children to interpret. Babies enjoy visiting the library once per week for a rhyme-time session and looking at books with the childminder at home.

Babies experiment by making marks in strawberry smelling foam, using their hands before putting it into their mouth for a taster. The childminder often gives them a saucepan and some utensils to experiment with whilst she is cooking. However, opportunities to access everyday resources, which all feel different and encourage children to make connections with real life, are not consistently available for children to help themselves to. Toys such as shape sorters and stacking rings encourage early mathematical skills. The childminder's range of programmable toys provide an introduction to information and communication technology. Babies enjoy domestic play with dolls and the play kitchen, playing peek-a-boo and emptying and filling everything. They visit the local pet shop and socialise with other children at various group activities throughout the week. Overall, children have a wonderful time. The childminder makes effective use of observational assessment to identify ideas for helping them progress further. Although they have not been attending for very long, they are already making at least good progress in their learning and development. They are well supported to develop the disposition and skills needed to support future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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