

Inspection report for early years provision

Unique reference number	EY360290
Inspection date	19/03/2012
Inspector	Daphne Prescott

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 2007. She lives with her partner and their two children in New Malden, Surrey. The main area for childminding is the ground floor of the house with access to an upstairs bedroom for sleeping children. Washing and toileting facilities are situated on the ground floor. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years. Of these, no more than three may be in the early years age range and not more than two may be under one year at any one time. There are currently five children on role, of these four are in the early years age range. Children attend different times of the week. The childminder offers care to children aged six to eight years. She takes and collects children from the local school.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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. She has an excellent understanding of how children learn and develop and, overall, has organised her provision exceptionally well to promote their learning. As a result, children make outstanding progress. Highly effective systems are in place for working in partnership with parents and others. This helps to support both the welfare and learning needs of all children. The childminder treats children as individuals and provides an extremely inclusive service. She has a highly positive attitude towards her professional development and attends regular training. The childminder demonstrates an excellent capacity to maintain continuous improvement to benefit the children in her care.

What steps need to be taken to improve provision further?

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

- continuing to create an environment rich in print where children can learn about words, recognising that print carries meaning.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of how to safeguard children. She knows what to do if she is concerned about the welfare of a child in her care. The childminder completes all documentation meticulously and professionally to fully promote children's welfare. Thorough written risk assessments reflect all aspects of the home and outings. Therefore potential hazards are minimised, which helps children to feel safe and secure. The childminder extensively promotes safety with children. They regularly practice the emergency evacuation procedures. This helps them to understand about keeping themselves and others safe in an emergency. Children are effectively encouraged to explore and be curious while being well supervised at all times. The childminder skilfully encourages children to take safe risks as they play, and so enhancing their role in managing their own safety. For example, they experiment balancing on a small pile of mats as they build their confidence to take manageable risks.

Children have access to a wealth of resources, activities and experiences within the childminder's home. She fully enhances these with additional experiences such as attending local toddler groups and trips to the library. The childminder organises her home and play resources exceedingly well. This effectively supports children's learning and development. They choose from an extensive range of age-appropriate toys that are stored at a low level to foster their increasing independence. The childminder displays words and pictures cards around the walls and on labelled baskets. This contributes towards creating an environment that is conducive to learning. There is potential to extend the use of words and labels in the garden, to encourage recognition of simple words to promote children's pre-reading skills.

The childminder provides a very inclusive practice for all the children. She is extremely skilled at adapting activities to challenge older children and to simplify learning for younger or less able children. The childminder very effectively promotes equality and diversity, with an excellent range of resources and activities. She has a very positive attitude towards children's inquisitiveness. The childminder encourages children to ask questions about people's differences, supporting their knowledge and limiting the possibility of discrimination.

Partnerships with parents are exceptionally well established. They receive an abundance of information from the childminder. She completes informative newsletters and provides a comprehensive and well-maintained portfolio. Parents actively engage in their children's activities and experiences through reading well-written observations. They also receive written information about their children's development and learning. Parents are encouraged to share information about their children's learning at home and the targets for future progress. They also receive verbal feedback at the end of each day. These processes mean that children receive excellent and consistent care, because regular discussions of their needs take place. Parents express their extreme delight in the quality of care and learning provided by the childminder. The childminder develops extremely good links with others providing care for children in the early years age range. This

provides a very secure foundation to build upon children's developmental progress.

The childminder self evaluates her provision to provide the best outcomes for all children in her care. She has a strong commitment to her own development as a childcare professional. The childminder makes excellent use of all training opportunities that are available to her. This enables her to refresh her own knowledge and to bring about positive changes to her service. The childminder shows an exceptional passion and dedication for her role. This enables her to provide extremely high quality care within a stimulating learning environment.

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

Children flourish in the care of this experienced childminder. She embraces their individual care, learning and development needs exceptionally well. Children show they are extremely relaxed and at home within the childminder's care. This enables them to follow their own interests and desires through all aspects of their play. The childminder fully embraces children's sense of belonging, as she displays their wonderful artwork on the walls in the kitchen. She undertakes detailed observations of children at play and clearly links these to the areas of learning. The childminder uses this information most effectively to target future learning needs, as children progress towards the early learning goals.

The childminder plans and provides a wonderful and stimulating range of inviting activities and experiences, based on children's skills and interests. For example, she provides a wide range of dressing up clothes and glittery shoes as one of the children loves princesses. The childminder supports children's learning extremely well, using role-play opportunities to promote their understanding of sharing, problem solving and counting. Children undertake number and counting activities during their play and daily routines. The childminder successfully uses and introduces mathematical language and positional ideas. Children count the number of musical stepping mats, describe colours, shapes and place items under and on top.

The childminder increasingly enhances children's love of books and stories. She spends unlimited, quality time with the children looking at books and reading stories together. 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 show delight as they experiment and play with the musical instruments. They also demonstrate great confidence as they sing their favourite songs. Children develop their language and communication skills extremely well. The childminder knows when to join in, using highly effective questions to develop children's interests and build on their curiosity. She uses her excellent skills to respond to, and build on, younger children's expressions and gestures, developing their communication skills as well.

The childminder promotes children's health exceptionally well. They learn about the importance of hand washing after using the toilet because of germs. Children

independently access their own individual towels, which hang on their personalised pegs. They excitedly clean their teeth after lunch with their individual toothbrushes. Children thoroughly enjoy healthy snacks and home cooked meals. They have an excellent understanding about different foods, knowing which are good for them. They study individual fruit and vegetable charts that clearly identify which foods children have tried, tasted and enjoyed.

Children's behaviour is exceptional. They are supported through the positive role model provided by the childminder and her calm, caring and consistent approach. She has developed strong bonds with the children. They thrive in the warm and caring environment and express themselves very confidently, knowing the childminder will respond extremely positively.

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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