

Inspection report for early years provision

Unique reference number	EY365896
Inspection date	14/05/2012
Inspector	Sandra Jeffrey
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 husband and two children in a residential area of Coulsdon, Surrey. All areas of the home are used for childminding and include a designated play/sleep room on the first floor. An enclosed garden is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with two assistants. When working on her own, the childminder is registered to care for a maximum of four children under eight years old; three of whom may be in the early years age group. When working with an assistant, she may care for a maximum of eight children under eight years; six of whom can be in the early years age group. There are currently nine children in the early years age range on roll, all of whom attend on a part-time basis.

The childminder is a qualified nursery nurse; with extensive experience of caring for children in a variety of settings, as has her mother, who is one of her assistants. The childminder is a member of the local Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a highly effective, safe and stimulating environment where all outcomes are met to the highest standard. She has an excellent understanding of the children's individual needs and ensures her planning is tailored to their individual interests and needs overall. Consequently, children make excellent progress in all areas of their development. Partnerships with parents and others are excellent and make a significant contribution towards meeting children's individual needs. The childminder is a highly reflective practitioner and develops her knowledge through attending ongoing training opportunities. She demonstrates an outstanding capacity to maintain 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:

- exploring additional ways to further develop younger children's opportunities to self-select toys and resources, therefore, increasing their independence and development.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her role to safeguard children and ensures parents are aware of her responsibilities in relation to reporting any concerns. She has attended safeguarding training up to level two, to ensure her knowledge of protecting children is in depth. She has the required guidance, contact details and a comprehensive written policy to refer to, so as to enable her to report any concerns without delay. All adults living and/or working at the premises are suitably vetted and children are fully supervised at all times. These precautions help promote children's wellbeing and safety.

Children play in a safe environment because the childminder successfully minimises potential hazards by conducting regular risk assessments within the home and before embarking on trips and outings. Comprehensive written records and daily check lists are kept of risk assessments and fire drills and the childminder reviews them regularly to evaluate their effectiveness.

Children are offered excellent and purposeful learning opportunities through highly effective play routines that significantly enhance their development. They benefit from the stimulation of a dedicated, fully child-centred learning environment where they have access to an excellent array of very well maintained resources. They receive exceptional support from the childminder and her assistant, who are enthusiastic and wholly dedicated to the children in their care. The childminder is passionate about empowering the children through play and respects their individual needs and abilities fully.

The childminder is fully committed to maintaining exceptionally strong partnerships with parents and others involved in the care of the children. She views effective engagement with parents as essential to children's learning. As such, parents receive regular updates about their children's progress and development through highly effective verbal communication and text messages. The childminder also takes photographs and videos of the children partaking in various activities. She sends these to parents' mobiles, enabling them to share in the children's adventures and experiences.

All children are treated as individuals and shown equal concern by the childminding team, which helps them feel valued and truly welcome. This in turn helps children feel safe and secure and helps them build optimum levels of self-esteem and self-belief. The childminder has high aspirations for the children and provides them with a meaningful range of activities and resources, which increases their understanding of diversity and consideration of others. The childminder has attended training on play for boys and girls, further developing her skills in meeting their unique needs efficiently. The childminding team members have experience of caring for children with special educational needs and/or disabilities and liaise effectively with parents to ensure they meet their individual needs in full.

The childminder is a highly reflective practitioner and is aware of her strengths and areas she wishes to improve within her setting. She has made excellent

improvement since her last inspection, including improvements in relation to her safeguarding procedures. She has exceedingly high standards and sets herself high goals within her vision for the future. To this end she continually attends training, with the clear understanding that this promotes and enhances the welfare, learning and development opportunities for the children in her care.

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

Children benefit from a rich and enabling learning environment and extensive range of stimulating activities and experiences. These are very well-planned and based around children's individual interests. Their sense of belonging is evident as they move confidently around the playroom. Children select toys and resources for themselves. Older children's selection is helped through the use of written labels. This also supports their developing awareness that print carries meaning. The benefit of using pictorial labels to further support younger children's independent selection has not been fully considered.

Children fully engage in their learning with excellent support afforded them by the dedicated childminder and her assistant. They are fully absorbed in their activities, spending extended periods of time concentrating during craft activities for example, fully immersing themselves in their creative skills as they paint shells collected from the sea-side. They happily discuss the colours of the paints and textures of the shells, with excellent support from the fully attentive childminding team.

Excellent opportunities are available for children to develop their early numeracy skills as they count the legs on the octopus stencil during the craft activity and sing nursery rhymes such as 'three blind mice', with spontaneous support and praise from the childminder and her assistant.

Children have excellent opportunities to develop their communication skills, encouraged by the childminding team's skilful interaction and use of effective methods. The adults include repetition and frequent use of open-ended questions that effectively challenge children and encourage them to think for themselves and voice their own opinion and feelings. For example, children are given the choice of going outside, to the very well equipped and maintained garden and are asked what they would like to eat at snack time.

Children show a strong sense of security and evidently feel safe within the care of the childminding team. They are taught to be safety conscious without being fearful and display an excellent awareness of safety issues when practising new skills on the slide, for example. Children have access to an extensive selection of resources that enhance their skills for the future; such as 'all age' interactive toys in the home corner including toy telephones, washing machine and toaster. They also have use of a child orientated digital camera which they use to take photographs, transferring these to the computer with the childminder, ready to print off for their parents.

A highly effective observation and assessment system is in operation and identifies children's different learning styles and individual stages of development. This informs the daily planning system and effectively identifies the next steps in children's learning, which the childminder displays on the notice board for parents to view. Parents also benefit from the informal end of term meetings the childminder arranges, in order for them to discuss children's development and achievements. A selection of questionnaires viewed as part of the inspection; indicate that parents are extremely happy with the care the children receive.

Children receive excellent support in their development of a healthy lifestyle, as the childminder ensures they are active and benefit from regular exercise; when visiting local facilities such as parks and the local children's centre. This also fosters their social skills and teaches them about the world around them. Children's independence in their personal care is supported through excellent hygiene routines, including the use of liquid soap and individual hand-towels to prevent the spread of infection. Children enjoy healthy, nutritious and mainly organic meals and snacks in close consultation with parents and have all their dietary and medical needs met meticulously.

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

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