

## Inspection report for early years provision

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<b>Unique reference number</b>	EY282043
<b>Inspection date</b>	31/05/2012
<b>Inspector</b>	Coral Hales
<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 2004 and is a qualified early years practitioner. She lives with her son in Banstead, Surrey. Children have access to all areas downstairs and a fully enclosed garden is available for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than six children aged under eight, of whom, three may be in the early years age range. She is currently caring for one child in the early years age group.

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

Overall the quality of the provision is outstanding.

Children are confident, happy and independent learners who thrive in the care of the childminder. She has an extremely good knowledge of the Early Years Foundation Stage framework. Consequently, children's learning and development overall is excellent. The childminder works extremely well with parents and other professionals and offers an inclusive and comprehensive service to each family that attends her setting. Ongoing self-evaluation reflects rigorous monitoring and analysis and she has been successful in making and sustaining continuous improvements.

## **What steps need to be taken to improve provision further?**

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

- strengthening children's knowledge of information technology to provide more comprehensive and innovative support to their learning.

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

Children's welfare is safeguarded exceptionally well as the childminder has a comprehensive awareness of child protection procedures to follow. She recently attended 'working together to safeguard children' training to further enhance her knowledge. All required policies and procedures support her practice highly effectively and parents are fully informed. Comprehensive annual and daily risk assessments records are in place and updated as necessary. Additionally, the childminder fully considers and assesses all outings for any risk. Therefore, the childminder clearly enables children to be able to play in safe premises and to be safe when out in the community. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. For example, when asked about fire safety, children clearly explain emergency evacuation

procedures which they practise regularly.

The childminder has very effectively organised the designated play areas for the children to enable them to freely access the high quality toys and resources. They have access to a wide range of resources promoting diversity, such as pictures, books, role play equipment and small world toys. The childminder talks to children about differences and disabilities and they demonstrate a clear understanding. For example, during the inspection, children explain that the play figures with people on crutches and in a wheelchair show they have poorly legs; children are gentle and show concern. The environment is stimulating and offers a wide range of activities which encourage children's interest and curiosity, both indoors and outdoors.

The childminder is caring and attentive and excellent relationships are established, with children responding really well to her guidance. She is an experienced and qualified practitioner who motivates and encourages children to be active, inquisitive and independent learners. Parents are fully involved within the setting and their views are valued. They are given excellent feedback each day, both verbal and written. Parents are invited to meet with her regularly, where information is shared about the child's well-being, learning and development. The childminder has established highly effective partnerships with other providers who share care of the children to enable professional relationships that fully support continuity and coherence of children's care and learning.

The childminder considers the individual needs of each child and family who use her service as part of her evaluation, which ensures her practice is wholly inclusive. She has high aspirations for quality through ongoing improvement and has a clear and achievable plan in place for self-evaluation. The childminder seeks the views of parents and children on a regular basis and clearly demonstrates that she has the ability to fully sustain continuous improvement.

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

Children achieve exceptionally well in this homely, well organised environment. Learning opportunities fully meet their needs; consequently, children's learning and development is excellent. The childminder observes and records the children's progress and achievements and learning journals are extremely well maintained. A written summary of development is completed regularly to share with the parents. The childminder links her observations to photographs and targets children's next steps well, clearly linking these to the development matters guidance.

The childminder is skilled in her role when interacting with the children, constantly extending and developing their play. For example, as children play with complex puzzles, they talk about the picture showing a hospital. The childminder asks who helps us in the hospital and the children reply 'the doctor and nurses'. The childminder extends this subject to talk about the different people who are visiting the hospital and why. The children are confident to ask for help when needed with

the puzzle. They listen to guidance and move the pieces around to fit.

The childminder provides an excellent range of well-planned experiences based on children's spontaneous play and ideas. These experiences support the development of children's future skills, which they learn with enjoyment and challenge. For example, when a child is very excited about a planned camping trip, the childminder builds on this interest by setting up a tent in the garden. Children's vocabulary is exceedingly well developed and they use it well to describe what they are doing at all times. For example, when using the tent they remark how warm it is inside. When children find a purse, they count out some coins and tell the inspector that this is their holiday money to spend when away over the Bank Holiday. All areas of learning are well planned for by the childminder; however, opportunities to use and learn about simple information technology are less frequent.

Children's imaginary skills are excellent as resources interest them and stimulate their play. For example, when a child decides to be a mummy and bath the baby, they proceed to fill the bucket from the water tray and tip it into the bath. The children wash the baby, using a sponge and discuss that she does not like her hair washed. This prompts the child to say 'I don't like my hair washed either'.

Children are extremely well settled and demonstrate a strong sense of security and belonging. They also demonstrate extremely high levels of confidence and self-esteem. Children are enthusiastic and confident and able to take on responsibilities, playing an active part in the setting. For example, they frequently go in to the house when playing in the garden to collect items, such as toys they want to play with or to collect a tissue to use.

Simple house rules effectively promote their developing understanding of acceptable behaviour and they show an excellent awareness of responsibility. For example, when wanting to use the covered water tray the child asks the childminder if they could remove the lid. When the childminder tells children lunch is ready and they could play later, they accept this information quietly and go indoors to wash their hands.

Children's interest in healthy food is very effectively promoted by the childminder. She provides children with healthy and nutritious snacks and has an excellent understanding of what to provide. The childminder fully involves the children, for example, they help her to grate carrot and cheese to go on their jacket potato for lunch. They have time to enjoy their meals with the childminder and sit at the caf the childminder has set up in the garden. Children enjoy regular outings into the local community to learn about others around them and visit local groups to interact and socialise with other children. Excellent health and safety measures fully protect the children and parents are well informed about care issues.

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