

Inspection report for early years provision

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Inspection date	12/07/2012
Inspector	Michele Beasley
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 2012. She lives in Camberley, Surrey, with her husband and their two older school age children. Children have access to all areas of the home, including a designated playroom. There is an enclosed garden available for outside play. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time; of these, three may be in the early years age range. The childminder is currently caring for two children in the early years age range who attend full and part-time. The childminder is a qualified practitioner.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this setting as the childminder is exemplary in meeting the needs of the children through her exceptional work practices. She recognises the uniqueness of all children, ensuring their individual requirements are very well met. Through discussion and use of a wide range of resources the childminder ensures an inclusive environment is provided for all children. Overall, the childminder provides children with an extensive range of opportunities to learn about keeping themselves safe. Her extremely secure knowledge of safeguarding practices protects all children comprehensively. Through her professional consultations with parents and her ability to thoroughly self-evaluate her provision, the childminder demonstrates an excellent capacity for 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:

- strengthening children's knowledge and understanding of their personal safety, for example, by carrying out frequent practices of the emergency procedure for evacuating the premises.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded exceptionally well. The childminder has an extremely secure knowledge of protecting children, including how to recognise, record and report any concerns. She has continued to develop her safeguarding knowledge through up-to-date training and is well informed about current legislation and guidance. Detailed records of risk assessments for the home and

outings are in place. These help to ensure children are kept safe and free from harm as all hazards they may be exposed to are identified and acted upon. The childminder carries out practices of the fire drill to help children learn to take responsibility for their own safety. However, the current regularity of these practices does not fully ensure children's knowledge and understanding of their personal safety. Nonetheless, the childminder has highly effective systems, policies and procedures in place to help ensure children are safe and protected.

The childminder is a qualified practitioner and is very committed and passionate about her role. She is highly reflective of her practice and displays an exceptional commitment to providing excellent childcare. The childminder is extremely dedicated to continually improving and enhancing her expertise and knowledge. She attends ongoing training and keeps up-to-date with information from childcare publications and relevant items of interest on the internet. This significantly benefits the children in her care. The childminder uses her designated playroom as the main play space for children. She organises this very effectively with clearly labelled toy and resource boxes at children's height. She provides children with an exceptionally wide range of resources across all areas of learning which they are able to choose from freely at all times. She is skilful in promoting equality and diversity as children learn about the wider world through activities and resources. Children make flags for American Independence Day and attend multicultural events. They listen to stories about children from other cultures and play with dolls and resources promoting positive images of the wider world.

Children gain significantly from the excellent partnerships between the parents and the childminder. There is an exceptionally good shared knowledge and understanding about the children's individual needs, backgrounds and families. This contributes to the children's welfare and learning needs being extremely well met. The childminder consistently and regularly shares the information she records about the children's welfare, learning and development with the parents. She gives parents termly newsletters to up-date them about her service. Parents comment on recent feedback forms that they see the childminder as an experienced professional. They say they are very happy with their children's learning. Parents are given the opportunity to make written comments about their child's progress to involve them fully in their child's learning. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

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

The childminder shows an exceptional knowledge and understanding of the children's interests, achievements and next steps in learning. This ensures children are valued and respected as unique individuals. Children thrive within the extremely well organised environment. They readily engage with activities and explore resources which meet their individual needs. The childminder conducts very detailed observations of children's play. She evaluates and monitors both

spontaneous and planned activities in order to reflect upon and plan future learning experiences. The childminder is highly skilful in developing children's learning. For example, the childminder uses age appropriate discussion and explanations to support children to learn about inside and outside. She demonstrates this well using various familiar toys. Children delight in pressing number buttons on an electronic toy. They watch with curiosity when the childminder proceeds to press more buttons to hear music. Young children enjoy exploring sensory items in a treasure basket. They crawl and move around the playroom helping themselves to resources.

Children learn to play safely with the childminder's close support. They appear happy within the environment and the childminder has built very strong bonds with each of them. She interacts with the children at their level, incidentally supporting their learning as they play. For example, young children enjoy popular texture books and look for the childminder during peek-a-boo games. This introduces the concept of cause and effect. Children sit intently listening and count with the childminder while she skilfully acts out the song about 'Five Little Ducks'. The childminder enhances children's understanding of counting concepts using dedicated props, such as a glove with five yellow ducks for fingers. This creates a wonderful learning experience for the children as they are able to recall the song that they have seen in action. The childminder gives children immense praise for trying to count the ducks, which in turn boosts their self-esteem and confidence.

Children demonstrate high levels of concentration as they push shapes into a shape sorter. Young children can self-select from the extensive labelled resources as the childminder provides photographs of the toys on offer. This gives the children a sense of belonging in the environment. Children use the garden and go on regular visits within the local community. These include the local children's centre and park, enabling children to develop positive attitudes towards fresh air and exercise. Overall, children are provided with an extensive range of opportunities to learn how to keep themselves safe. The childminder gives them very clear explanations as to why safety rules and boundaries are in place. For example, children are reminded to be careful when stepping through stair gates and are asked not to climb onto small chairs in case they fall. Children's understanding of healthy food is very effectively promoted by the childminder. She provides nutritious foods from a weekly planned menu and talks to the children about the healthy benefits of the food they eat. Parents are encouraged to promote healthy eating at home and are able to borrow copies of children's recipe and meal planner books.

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	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	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