

Inspection date

12/12/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children make outstanding progress because the childminder has very high expectations and focuses all her efforts on providing experiences that are innovative and creative and which support children's all-round development.
- Children are very settled and secure because the childminder is extremely warm and affectionate and supports their emotional well-being superbly.
- The childminder uses the natural outdoor environment and visits to places of interest to provide children with exceptionally rich and stimulating learning experiences.
- Exceptionally strong links have been developed with parents and as a result, a highly effective two way flow of information is established which supports children's learning and development with the childminder and at home.
- The childminder shows exceptional commitment to her role as a childminder and has excellent knowledge to enable her to improve her practice even further.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector made observations during play in the living room, kitchen and garden.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents in the form of feedback questionnaires.
- The inspector spoke to children and engaged in some play activities.
- The inspector looked at children's learning journeys, tracking documentation, policies and children's records.

Inspector

Katie Dempster

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and pre-school aged child in a ground floor flat in Ashford in Middlesex. The whole of the flat is available to minded children and there is a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There in

one child on roll, this child in the early years age range. The family has a pet dog.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- give children time to think and talk, valuing their contributions during interaction.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has an excellent understanding of the Early Years Foundation Stage and implements the framework with outstanding results. She places tremendous priority on providing experiences for children that are not only innovative and creative, but which fully support their all-round development. The childminder is particularly skilful in engaging children's learning across many areas of learning during activities. Furthermore, she successfully incorporates monthly themes into her planning that she loosely bases activities around, with the intention of consolidating children's learning. For example, during an autumn theme children enjoyed a variety of activities such as nature walks during an autumn day where they collected leaves and later made collages with their findings. They went to the library to search for autumn based books that they read and displayed at home. These activities support children's knowledge of nature and the world, develop their creative skills and expressive arts and design and build upon their early interest in books, finding information and their literacy skills.

Children have wonderful opportunities to learn about and experience cultural diversity. The childminder plans exciting trips out for children to learn first hand about how others live and the different traditions they follow. For example, children were invited to visit a family friend to join them in celebrating Diwali. Children have access to a range of textures during their play and planned activities. They enjoy exploring crunchy cereal foods in the sand tray. They squeeze the puffed rice in their hands and have tremendous fun breaking up wheat biscuits. The childminder also uses jelly and sand in the tray to give children access to a range of different textures. Young children enjoy exploring the different items from the treasure basket, feeling the range of textures and surfaces.

Children enjoy daily outdoor play enjoying tunnels, a slide, soft play mats, see saw and ball games in the garden. This encourages children to navigate, negotiate space and explore different surfaces. The childminder uses highly effective teaching techniques with the children. She engages in a constant narrative, using language to help children think

and learn. She asks children many questions and encourages them to think about what might happen next or what else they can do during their play. The childminder intends to develop this valuable interaction through giving children even more time to think and to express their ideas.

The childminder uses her highly detailed observations to inform an individual monthly plan for each child. She records where children are in their learning and plans activities to help them move on to the next stage in their development. The childminder uses the Development Matters guidance to track children's progress. This provides the childminder with clear and precise information about children's progress that is used effectively to plan for their next steps and, if necessary, identify any gaps in their learning. The childminder is very well prepared to support children she may mind with special educational needs and/or disabilities and those children learning English as an additional language. She is aware of the relevant professionals that may be involved in the care and learning of children outside of her care and has acknowledged the importance of close liaison and information sharing where possible. Information at registration enables the childminder to discuss home languages and how they can be used effectively within her practice.

The childminder is pro-active in ensuring parents are fully informed about their children's learning and progress. She provides information about the Early Years Foundation Stage which helps parents better understand how the childminder is supporting their child and the progress they make. She discusses ideas with parents of activities that can be continued at home. This helps parents to be fully involved in their children's learning as well as providing consistency of learning for children.

The contribution of the early years provision to the well-being of children

The childminder is highly sensitive to children's needs and shows complete dedication to ensuring their emotional well-being is fully supported. She is extremely warm and affectionate with the children and has implemented creative ideas to help children feel secure and settle into a routine. For example, she asks parents to launder their child's blankets at home so they have a familiar smell. The childminder's devotion to supporting children's security results in them forming strong emotional bonds and provides a firm base for their growing independence and exploration.

Children are regularly taken to activity sessions at the local children's centre to extend their confidence and social skills in group play. Young children show increasing levels of self control. They learn to be gentle with one another through the explanations and experiences provided by the childminder. For example, children enjoyed a trip to the local farm where the childminder took the opportunity to help the children understand about being gentle as they stroked the animals and used words such as, 'kind' and 'gently'. Children are seen enjoying being close to one another and showing concern as they fetch one another's coats ready for outdoor play.

The childminder provides exciting and interesting experiences for children to learn about safety in real ways. For example, they enjoyed a visit from the local fire service at their

children's centre and visited another childminder's setting to meet a police officer and learn about the ways they keep us safe. This provides children with real life experiences that promote active learning tremendously. Children are encouraged to adopt excellent hygiene and personal habits. Children wash their hands frequently as part of the daily routine, this continuous outside of childminder's home also, when visiting other settings or venues such as farms. This minimises the spread of infection and introduces a valuable habit for children to learn. Children brush their teeth at lunchtime, helping children learn about oral health from a young age. These activities combine to support children's growing awareness of healthy lifestyles. The strong practise implemented by the childminder ensures children develop valuable skills in good time for the next stage of their learning. For example, children develop excellent self care skills from a young age and show growing confidence in social situations.

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

The childminder has a wealth of experience and knowledge in caring for children. She has a firm understanding of her responsibilities in meeting the learning and development and safeguarding requirements. Robust safeguarding procedures are in place and based on the childminder's secure knowledge of protecting children. Vigorous risk assessments are effective in identifying and minimising risk to children. A thorough fire drill is in place and is practised with the children. Furthermore, the childminder has put together an evacuation bag that is kept close to her escape route and that contains the essentials she may need. This helps to ensure a smooth evacuation and children remain safe and comforted in the event of an emergency.

Exceptionally strong links have been developed with parents. A highly effective two way flow of information is established. Along with daily feedback the childminder implements a daily communication book. It is a valuable tool for information sharing and provides the childminder with important information she uses to help her thoroughly meet the needs of the children. The childminder is well prepared to implement the progress check at age two. She has familiarised herself very well with the local authority approved tool she intends to use to record the relevant information. Children do not currently attend any other settings however the childminder is well prepared to ensure excellent continuity of care through effective partnership working.

The childminder shows exceptional commitment to her role as a childminder and the continuous improvement of her practice. She places very high priority on future plans. Her self evaluation is effective in drawing upon strengths in practice and her current action plan demonstrates her commitment and strong capacity to make improvements as a continuous process. She is passionate about providing the very best quality care and learning for children and talks frequently about building upon her current knowledge to continuously evolve in the experiences she is able to provide.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY447135
Local authority	Surrey
Inspection number	802818
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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