

Inspection report for early years provision

Unique reference number	EY274983
Inspection date	12/05/2011
Inspector	Catherine Greenwood

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 2004. She lives with her husband and two children aged 10 and 17 years, in a house in West End, Surrey. The property is close to local schools and amenities. There is a park nearby. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time and is currently minding four children in the early years age group. Children have access to most areas of the property. There is a fully enclosed garden available for outside play and a dedicated playroom. The provision operates from Monday to Friday for most of the year. The childminder is a member of the National Childminding Association and attends the local carer and toddler group. The childminder has a pet rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is highly effective in meeting children's individual needs. There are many strengths that contribute to the high quality of care and education for children. The childminder's ability to consistently recognise children's achievements and extend their learning is excellent. She provides a positive and nurturing environment, and works in partnership with parents and others. Action taken by the provision is well targeted and significantly improves outcomes for children. Most aspects of good practice are in place.

What steps need to be taken to improve provision further?

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

- improve the range of accessible creative resources for children to independently make their own designs.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has an excellent understanding of child protection procedures. Comprehensive risk assessments, show she takes action to reduce hazards and keep children safe. Her supervision of children is exemplary. The childminder's enthusiasm for making continuous improvement to the provision is outstanding. This is achieved through the use of a comprehensive self-evaluation record and consultation with parents, to ensure children's individual needs are fully met. Since the last inspection, the childminder has implemented numerous new initiatives. For example, she has introduced an

observation sheet, which is used to seek parents' observations of their children at home. This helps to provide a unified assessment of children's individual abilities and stage of development. In addition, the childminder has increased the availability of information books, displayed posters in the playroom, provided a children's notice board with photographs so they feel part of the setting and used her knowledge from training to expand records of children's progress.

The organisation and variety of play equipment is exceptional. The childminder uses her Montessori experience, to adapt the environment according to children's changing needs and makes most resources easily accessible at all times in the playroom and garden. However, this does not include the provision of creative resources for children to use independently throughout the day, which restricts the opportunities for them to make their own designs. Children are fully included in all activities and events. They have access to an excellent range of resources and activities that enable them to learn about diversity.

Partnership is excellent. If children attend other early years provision, the childminder talks with practitioners to see how she can promote children's development. She seeks advice from well known organisations and keeps up to date through accessing website information. Parents are provided with excellent information about their children's individual developmental progress. 'All about me records' and a daily diary keep parents well informed about children's well-being and activities. The childminder's enthusiasm successfully encourages parents to contribute to these records, which provide an all round view of children's lives. Parents are very happy with the provision. For example, they say "the childminder has such a fantastic approach with children" and "we have been very happy with the level of attention, stimulus and love that our children have been shown".

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

Children make outstanding progress in their learning and development and are very happy and settled. This is because the childminder dedicates her time to supporting children and helping them achieve their aims. She gives children time to achieve things independently, as she guides them with using play equipment and developing self-help skills. Her consistent encouragement and positive communication with children significantly contributes to their progress, particularly in relation to speech and language development.

Children are exceptionally inquisitive learners. They persist and concentrate well and are very motivated within their play. 'All about me' records show the childminder's excellent ability to observe and assess children's progress in all areas of their development. These support her excellent knowledge of each child. Assessment records include photographs, examples of children's creative work and the next steps for their learning. Children are extremely co-operative and well behaved and are relaxed and at ease in the childminder's home. They have excellent opportunities to socialise during weekly outings to a toddler group, Sure start centre and a local childminding group. They develop excellent independence

in their play as they select their own resources from well organised shelves in the playroom, show delight in their achievements and often laugh as they use resources successfully. The childminder embraces their achievements and laughs with them. She notices when children gain confidence in their own abilities and introduces challenges that successfully stretch children's individual abilities and help them make progress.

Children develop an excellent range of vocabulary and significantly increase their ability to communicate, as the childminder engages in their play. She is observant of the connections that children make and words they say clearly, for example, as the doorbell rings. Children learn to identify colour as they activate lights on response toys. They are encouraged to rotate pieces of puzzles to make them fit, successfully post shapes into a sorter and learn the names of the shapes, as the childminder sits closely and praises them for their achievements. Children show interest in operating programmable resources and laugh with pleasure, as they use musical response toys independently. The childminder shows them how to use a remote controlled electronic bug and reassures them, as they notice the effects of the movement and lights. When children choose to look through binoculars she explains how they work and what can be seen through the window. Visits to farms, parks and science facilities provide children with good opportunities to learn about the wider world.

Children develop good hand and eye co-ordination, for example, as they hammer in pegs and join pieces of train track. They develop their physical skills through outings to parks and soft play areas. Resources, such as, wheelbarrows in the childminder's garden are obtained, in relation to children's individual interests, for example, in steering and manoeuvring. Visits to soft play facilities, promote children's physical abilities, as they climb, slide and learn how to use steps, ropes and jump in ball pools. Children enjoy using paint with glitter and small brushes to make their own creations. They develop their creativity as they use a range of media, such as, paint, glue and playdough and take part in cooking activities where they make cakes and fruit salad. Children have excellent opportunities to develop their singing ability, through music sessions with the childminder and other providers and children in the childminder's home. However, children's free expression is sometimes restricted, due to the limited range of accessible creative resources.

Children learn about their own safety, for example, as they take part in cooking activities and the childminder explains about "not touching the cooker". They learn about road safety as they look at books with the childminder and learn about crossing the road during outings, for example, as they make 'traffic light biscuits'. Reflective bands and jackets are used to maintain children's safety on outings. Children are provided with a healthy and nutritious diet. Consequently, they eat well and enjoy mealtimes. A written menu keeps parents well informed of the excellent variety of food provided, which includes dishes from the childminder's own culture. A 'five a day chart' displayed in the dining area, helps children to learn about healthy eating.

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

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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