

Inspection report for early years provision

Unique reference number	139648
Inspection date	15/06/2011
Inspector	Janet Thouless

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 has been registered since 2000. The childminder lives in Wallington, Surrey. The whole of the ground floor is used for childminding and includes a separate playroom and cloak room for minded children. There is a fully enclosed and well equipped garden available for outside play. The home is situated close to local bus and train routes. The family have a pet cat.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age group. She is currently minding one child in this age group. She also offers care to children aged five to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She makes provision for children who speak English as an additional language.

The childminder is happy to walk or drive to local schools to drop off and collect children. She takes the children to toddler groups and places of interest. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children and their families are welcomed into an extremely friendly child-orientated home. Children are at the heart of all that happens within this setting. They are provided with an excellent range of exciting experiences that enrich their overall development. Children's individual learning needs are extremely well met through innovative personalised planning, rigorous assessments and the childminder working in complete partnership with parents and others offering the Early Years Foundation Stage (EYFS). The childminder has a very clear sense of direction and gives utmost priority to self-evaluation, continuous improvement and opportunities for training and development.

What steps need to be taken to improve provision further?

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

- ensure confidentiality is maintained when the record of medication administered to children is shown to parents

The effectiveness of leadership and management of the early years provision

The childminder implements an extremely comprehensive range of policies and procedures, which are updated on a regular basis and used effectively to underpin her practice. The accident record is appropriately completed and parents provide written permission for medication to be given to their children. However, it is possible for parents to see entries relating to other children; therefore, confidentiality is not maintained. The childminder has an excellent understanding of her role and responsibilities for the protection of children and has highly effective systems in place to monitor record and report concerns in accordance with the Local Children Safeguarding Board. This ensures that children's care and welfare needs are effectively promoted to safeguard them. Comprehensive risk assessments of all areas children may come into contact with are recorded effectively. As a result, children are confident to explore and learn in a secure and safe, yet challenging indoor and outdoor space.

The childminder makes extremely effective use of self-evaluation to help identify her strengths and priorities for future development, improving the quality of her provision for all children. She undertakes relevant training to enhance her skills and evaluates what she does in order to further improve her practice. Her dedicated professionalism results in excellent outcomes for children across all of their learning and development.

Children benefit from being cared for in an extremely enabling environment, which is very welcoming and child-friendly. The excellent range of activities and resources are extremely well presented, well maintained and in excellent condition; this contributes towards the sustainability of the childminder's provision. The childminder has organised her toys and equipment in attractive boxes so children of all ages can easily identify their content. As a result, children's independence and choice is promoted. The childminder provides good opportunities for children to develop their awareness of all areas of diversity through the toys and activities on offer.

The childminder has in place effective communication systems to enhance partnership with parents. She seeks comprehensive information about all aspects of children's welfare and development needs before they attend, in order to establish their starting points. All parents receive a copy of her policies and procedures, which ensures they are fully aware of the service on offer. Observations link to the early learning goals, which provide a focus for the next steps in children's learning and are used to inform planning. Children's profiles are completed and shared with parents, so that children's progress is measurable and parents are able to be involved in supporting their children's learning and development at home. The childminder totally respects parents' views and acts on their comments and suggestions; for example, children now walk to school instead of being driven. Parents speak very highly of the care and learning provided and state that 'the week is planned to provide rich and varied activities' and 'the childminder is a very important person in our lives'. The childminder has established clear links with external agencies and other providers delivering the

Early Years Foundation Stage, as appropriate; to ensure children receive the support they need and benefit from continuity in learning and care.

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

The childminder has developed strong and caring attachments with the children. Children are extremely happy, confident and settled and receive excellent support with their learning and development. As a result, children feel safe and secure in the childminder's care. The childminder effectively monitors children's development through regular informal observations and assessments, identifying their next steps for learning so they are appropriately challenged in line with their individual needs and interests.

The childminder provides a balance of child-initiated and adult-led activities. She prepares activities that she knows children will enjoy but also follows their individual interests. For instance, children delight in discovering snails whilst picking rhubarb in the garden to make a crumble. The childminder extends this interest and children enjoy exploring the texture of snails stating it's 'slimy and slippery'. They line the snails up according to size. Children's learning is further enhanced through the excellent number of outings they participate in. They enjoy trips to wildlife and rare bread centres where they enjoy observing frogs, lizards and water dragons.

Children are extremely well occupied and benefit from a balanced routine based around their individual needs. They are very keen to communicate with the childminder and use language well to start conversations to express their thoughts and ideas. Whilst playing with small world figures they state 'the ranger is cross look at his eyebrows'. The childminder helps the children to understand that the ranger is simply concentrating on what he is doing. Whilst preparing the mixture to bake muffins the childminder uses skilful questioning to help children weigh the amount of ingredients required. They delight in using the special twizzle stick for mixing. Children develop extremely well because the childminder knows how to engage their interests; she encourages them to explore, investigate and be curious.

The childminder manages children's behaviour appropriately, providing a good role model for politeness and consideration of others; for example, children are encouraged to use good manners by saying please and thank you. This helps build important personal, social and moral development skills to help them establish and maintain positive relationships. Children know they are valued as the childminder listens to what they say. She responds in a kind and caring manner, supporting their self-esteem and confidence at all times.

Children's awareness of a healthy lifestyle is effectively promoted through the provision of home cooked and nutritious meals, snacks and drinks. Children delight in recalling the dragon fruit they had for snack. Children enjoy sociable meal times. They sit down to eat and drink and are learning good table manner, using 'please'

and 'thank you'. They understand the importance of good hygiene practice, washing their hands after using the toilet and before and after meals. The childminder follows good hygiene routines throughout the provision, preventing the spread of infection.

Children's physical development is promoted extremely well. They enjoy daily opportunities to develop their large muscle movement in the well resourced garden or local park. Children learn about keeping themselves safe through discussion about road safety and know how to keep safe whilst out and about. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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