

## Inspection report for early years provision

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<b>Unique reference number</b>	EY436226
<b>Inspection date</b>	30/04/2012
<b>Inspector</b>	Catherine Greenwood

<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 2011. She lives with her husband and three children, who are aged under eight years, in Horley, Surrey. The family lives close to shops, parks, schools and public transport links. Except for two bedrooms, the whole of the childminder's home is used for childminding. The childminder has one pet cat and a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time, of whom two may be in the early years age range. There are currently two children on roll in the early years age range. The childminder holds a relevant childcare qualification.

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

Overall the quality of the provision is outstanding.

The childminder has an extremely well-developed knowledge of each child's needs and successfully inspires and motivates them to learn. As a result, children make outstanding progress overall in relation to their starting points. The childminder works very closely with parents and develops exceptional partnerships with the local pre-school to meet children's individual needs. She makes highly effective use of self-evaluation and accurately follows the identified action plans in order to maintain 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:

- observing children's play very closely to consistently gauge when to get involved and when to allow children to carry on playing to give children greater independence in their learning

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

The childminder has an excellent knowledge of child protection procedures and fully understands her responsibility to protect the welfare of the child. She maintains children's safety through the use of highly comprehensive risk assessments. These include exceptionally detailed information about the use of individual resources, the environment and the expected behaviour of children.

The childminder's ability to reflect on the quality of her provision and make continuous improvement is excellent. She achieves this through the use of comprehensive self-evaluation, parent questionnaires and uses action plans to target improvement. Since registration, she has attended training which has enabled her to successfully integrate children's interests into their play. Children make excellent use of the stimulating range of resources. The childminder sets up creative activities on a child-height table which provides children with opportunities to independently explore different materials.

The childminder meets the needs of individual children exceptionally well, giving them all equal care and attention. Children develop an extremely good understanding of diversity through their play. They play with Olympic figures with disabilities, eat noodles for Chinese New Year and use potatoes to print pictures of clover for Saint Patrick's Day. The childminder communicates extremely well with the local pre-school which provides continuity in children's care and learning. She shares children's learning journals and plans activities to complement those of the pre-school. For example, she responds to a project about 'old and new' and buries skeleton bones in the sand pit to create an archaeological dig. She provides parents with very good information about her provision, including planning information, details of daily activities and aims for children's learning. She shares children's assessment records fully with parents, which leads to a shared approach to their learning.

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

Children make excellent progress in relation to their starting points. The childminder makes excellent observations of their progress and has an exceptional knowledge of the next steps for their learning which she links to planning. Children are enthusiastic learners who consistently suggest ideas during their play. The childminder fully promotes their ability to focus and concentrate by introducing resources that capture their interests. For example, when children show an interest in birds the childminder extends their curiosity and buys a bird feeder. She also provides them with binoculars to encourage their exploration. Children benefit greatly from the childminder's full involvement in their play to promote their progress; very occasionally the balance between getting involved in children's play and allowing them to carry on is uneven. Children are exceptionally well behaved and co-operative.

Children develop excellent skills for the future. They have stimulating opportunities to learn to use writing for different purposes, as they use pencils and clip boards to create pretend shopping lists. They develop excellent numeracy skills. For example, they play with a battery operated till, put a card into the payment slot and identify and press numbers on the till. Children learn about the features of living things as they observe frogspawn and go on outings to see chicks, lambs and blossom on the trees. They develop excellent control of their movements, as

they use an indoor rocker, ride wheeled toys, crawl through tunnels and climb. They show exceptional confidence as they initiate imaginative play. For example, they pretend to get on a train, identify items in a lost property office and dress up as a police officer.

Children explore confidently because they form exceptionally close relationships with the childminder and feel exceptionally safe and secure. Children learn about their own safety as the childminder encourages them to think about how to use the stairs safely and reminds them about the importance of not running indoors. The childminder provides extremely healthy and nutritious meals. She sits with children at snack time and encourages them to try fresh fruit. She displays posters to remind children of the importance of healthy eating. Children follow extremely good hygiene procedures and can clearly identify the colour of their individual hand towels.

## 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

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

<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

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