

Inspection report for early years provision

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Inspection date	20/09/2011
Inspector	Amanda Tyson
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, who was registered in 2004, lives with her husband, two children over eight, and two cats. She is qualified to level 3 in early years, belongs to the local childminding network, and is accredited to receive vouchers for nursery education. The home is situated in Hersham, Surrey within walking distance of local amenities, schools and parks. Play activities take place in the kitchen-diner and playroom on the ground floor. There is a ground floor toilet and enclosed garden for outdoor play. The first floor bedrooms are used for sleep purposes if required.

The childminder is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight, of these no more than three may be in the early years age group, and of these, two may be aged under one year at any one time. There are currently five children on roll, four of whom are in the early years age range. Children attend for a variety of part time sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminding environment is extremely well organised. Play and learning resources are of the highest quality and provide for the overwhelming majority of learning needs exceptionally well. Children's individual needs are comprehensively understood and catered for. They are very happy and thriving in her care. The childminder is a highly reflective practitioner who has a proven track record of driving 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:

- supporting children in using a range of Information Communication Technology to include cameras, photocopiers, compact disc players, tape recorders and programmable toys in addition to computers.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates high levels of dedication and professionalism. Children's welfare is very effectively safeguarded through her in-depth understanding of the statutory requirements. All records and documentation required for the safe and efficient management of the provision are in place and

maintained to a high standard. Safety is a high priority and very well considered within all her policies and procedures. For example, the potential for a lost child situation to occur is addressed with the risk assessment for each type of outing. Children wear high visibility vests or hats, and wrist bands which detail the childminder's contact telephone number.

Equality and diversity is at the heart of the childminder's practice, for example the settling-in procedure for new children is individually tailored. The play environment greatly inspires children's thinking, understanding and creativity. Equipment to promote children's learning in Information Communication Technology (ICT) is less well provided for, but overall resourcing is outstanding. The walls are filled with photographs, paintings and drawings of children's achievements and activity. The provision for outdoor play, along with the use of community resources is a key strength.

The childminder's understanding of partnership working is highly effective. Parents are fully involved in planning for and supporting children's individual learning journey and the childminder shares all information to support and promote learning and development with children's other settings. Parents are delighted with the care provided. They cite the childminder's flexibility, her levels of engagement with the children, the rapid progress they are making and the magnificent environment as top qualities. The childminder consistently shares her developing knowledge and skills with parents which they also stress is very much appreciated.

The childminder's commitment to professional development is extremely impressive. Her priorities and vision is, as one parent puts it, 'always about the children'. Since the last inspection the childminder has completed a phenomenal amount of training days and workshops; in addition to gaining a Level 3 qualification in early years, becoming an 'accredited network childminder', and more recently a mentor to newly registered childminders. Priorities for improvement, such as learning to use a computer herself and redeveloping her garden, are proactively targeted. The childminder is quick to trial new ideas, such as for carrying out observational assessments, or for introducing different creative opportunities. Partnership working has strengthened considerably since the last inspection in line with changes to regulation. The childminder has recently re-developed her garden for the children and is currently exploring ways to increase children's understanding of fire safety issues, for instance by looking for a small world fire station to partner the doll's house. The childminder was awarded an outstanding grade at the last inspection and the capacity to sustain this level of quality is now proven. This is a highly effective setting.

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

Children's strong sense of belonging, high levels of independence and confidence is clearly demonstrated as they knowingly take themselves indoors to fetch accessories to supplement their play, for instance a pair of glasses and wellington boots for their doll who 'they are taking out for a walk in the pushchair'. Children

are very polite and articulately engage in sociable conversation with adults and each other during play, snack and mealtimes. The foundations for children to adopt healthy lifestyle habits are being firmly laid by the activity programme which strongly features outdoor play and nutritious snack and meals. Children love being outdoors. They learn about nature when they visit the woodlands collecting fir cones, conkers and leaves which they bring back to make collages. They take scooters on trips, enjoy the challenge of tree climbing and den making. Children are fully involved in planning the weekly snack and meal menu. They cut their own fruit using real knives safely and clear their plates away after meals. The importance of personal hygiene is reinforced when they brush their teeth after lunch. Road safety and stranger danger are explained during trips out, and fire safety through regular evacuation practice and conversations with the childminder. Children's awareness of safety is further developed as they learn to use real tools, such as scissors, and hammers [child sized] and nails during woodwork activities.

Mark making and writing is integrated within exciting play and learning. For example, Chinese script is created using thin paint brushes and black paint. Vertical lines, triangles, squares and circles are purposefully created on the patio using water and decorating brushes. Three year olds ask 'what are you writing' when adults are typing on the computer, thus demonstrating a secure understanding that print carries meaning. Children visit the library and the childminder has a superb range of books which children freely access. Children's extended when the childminder steps into their play at opportune moments. For example, she runs down the garden in mock panic 'because their mobile is ringing'. Children cotton on immediately and join in by shouting excitedly 'it's under the pushchair'. The annoying aspects of technology are brought to life in highly enjoyable play when the pretend ringing phone is not found before it stops. Children demonstrate that they know and understand what computers are as they play with a keyboard in role play and they use torches and such like. However, overall opportunities to use real technology are less regular. Children pour drinks for their dolls from the water dispenser on the pretend fridge and make dinner in the wonderful wooden kitchen using a real whisk and pots and pans.

Children learn about their immediate and wider world through a wealth of practical experiences which are linked to their real experiences or developing interest. They visit the farm, enjoy trips to the London aquarium on the train and tube, and to the miniature railway. Children are helped to prepare for the birth of baby siblings by bathing dolls, and practising holding and feeding them with bottles. Children are making superb progress in their learning and development in this truly delightful setting.

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	2

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