

Inspection report for early years provision

Unique reference number	EY306591
Inspection date	04/01/2012
Inspector	Louise Bonney

Type of setting	Childminder
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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 2005. She lives with her husband and three children in Addlestone, Surrey. The premises are close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. She has a pet guinea pig and gerbil.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has four children on roll in the early years age group, and four children in the older age group. All children attend part-time. She is registered to care for a maximum of four children under eight years at any one time, no more than three may be in the early years age range. The childminder is occasionally supported by her husband, who acts as her assistant. The childminder provides care from Monday to Friday during the school holidays, and from Tuesday to Thursday during school term times. She supports children with special educational needs and/or disabilities, and those with English as an additional language. The childminder is a member of the Surrey Childminding Network and provides free early years education for three- and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder shows considerable ambition and drive as she evaluates and continually develops her provision. She is highly committed to ensuring children's safety and health, and rigorously risk assesses their environment to reduce hazards. She takes a lead in establishing effective working partnerships with other early years providers and professionals supporting the children and has highly positive relationships with all parents. She reflects children's home backgrounds and supports those with special educational needs and/or disabilities exceptionally well, providing a fully inclusive environment. She has excellent knowledge of the Early Years Foundation Stage welfare and learning and development requirements, which leads to children making significant progress in many aspects of their learning.

What steps need to be taken to improve provision further?

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

- involving children more in the preparation of food at snack time to further develop emerging autonomy in self-care.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive understanding of safeguarding procedures. She attends training to ensure her knowledge is updated regularly. She works collaboratively with other agencies when appropriate. She maintains records, such as for existing injuries, and shares these with parents. Parents receive full copies of her written policies and procedures, which she robustly implements to protect children's health and safety. Rigorous risk assessments are recorded for the premises and outings and reviewed every six months, and show any action taken following review. This safeguards the children exceptionally well.

The childminder is highly committed to maintaining the continual development of her provision. She works closely with other outstanding childminders and the Surrey Childminding Network coordinator to exchange ideas and reflect on practice. She thoroughly and accurately identifies her main strengths and clearly targets areas for development. Recent improvements include a freely accessible, secure, hard-surfaced area for all-weather play and an interactive white board. She is completing a level 3 qualification and attends short courses, using these to effectively develop her practice, such as for the inclusion of children's different backgrounds.

The childminder deploys high quality resources exceptionally well. Storage boxes are clearly labelled in pictures and words to support children's independent choices. An excellent range is available and easily accessible to the children, both indoors and outdoors. The childminder has a recycling policy to support sustainable practice. Activity areas indoors and extensive resources outdoors are set up ready for children's use, providing a stimulating environment.

The childminder very effectively and actively promotes equality and diversity. She makes great efforts to reflect children's different cultural backgrounds, highly valuing their similarities and differences. She seeks information about cultural differences from parents and other sources to develop her own understanding, and organises activities around these for all the children to share. She takes highly effective action to ensure any gaps in children's learning or development are quickly closed, which greatly supports any children with special educational needs and/or disabilities.

Parents receive high quality information about the provision. They have copies of written policies and procedures and daily diaries provide them with details of their child's day and activities. They read their children's learning records regularly and have a copy of the childminder's plan for their child's future learning. This means they are fully able to continue their child's learning at home. Parents sometimes contribute to these records to further support the assessment of children's progress. Letters from parents reflect how they value the childminder's provision highly and find her an inspiration. The childminder shows exceptional commitment to working with others supporting the children. She takes a lead role in establishing links with other nurseries children attend to share learning records and children's next steps. She works closely with parents and other professionals to identify any possible special education needs and/or disabilities and support them

fully. This provides excellent continuity in children's learning and development.

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

Children are very happy in the childminder's care and make significant progress in most areas of their learning. The childminder accurately monitors their progress towards the early learning goals through thorough observation systems. She initially seeks information from parents about children's starting points, and is always sharing information about children's emerging interests and skills both in her provision and at home. This provides her with a full understanding of how to best promote children's learning. She plans for each individual child and reflects on how well planned aims are achieved, ensuring each child is suitably challenged. Children are at all times busily engaged in activities. They show much confidence as they select their own resources and activities during independent play, but also enjoy joining in activities the childminder suggests. The childminder knows exactly when to allow children to explore alone and when to join in their play to extend their learning. For example, she watches as a child, usually reluctant to draw, uses the interactive wipe board. As the child is finishing the activity she joins him to show him how to use other tools, which revitalises his interest and extends his skills. Children show concentration during their chosen activities and engage in sustained conversations with the childminder. Children use an extensive range of information and communication technology. They know how to use the mouse as they play learning games on the computer, or manoeuvre a remote control car around obstacles. Activities are often innovative, such as using small cucumbers to roll in paint to make patterns. Children persist and solve problems, such as when opening and closing a gate or during construction and threading activities. Children have many outings, often with others the childminder works closely with, that extend their knowledge of the local community and allow them to socialise and make friends with others. For example, the childminder organised a pond-dipping expedition with support from forest centre staff. Children develop excellent self-esteem as their own cultures are highly valued and celebrated by the childminder and all the children. There is a large display reflecting Korean culture with key words spelt phonetically for the childminder to use, and a celebration of the Korean New Year is planned. Children's learning is planned for and supported equally well indoors and outdoors, to fully take advantage of different types of resources and learning styles. The exciting range of activities and care they receive from the childminder supports children in developing excellent skills for the future. Children show a great sense of security and trust in the childminder, and she is very sensitive to their moods and needs. She introduces activities to help them cope with change at home, such as the arrival of a new baby. She introduces additional systems to monitor any behavioural difficulties and is very successful in managing children and helping them learn to cope with their emotions. Children play very well together or alongside each other, reflecting the good relationships they have established. Children know how to stay safe as they use an extensive range of larger apparatus and smaller tools, such as scissors. They visit the fire station, talk about safety as they play and frequently practise the evacuation drill. Children are extremely content and settled as their individual health, physical and

dietary needs are met exceptionally well. The childminder provides a healthy diet by liaising closely with parents about provision. Activities and displays promote health awareness. Children show excellent understanding of hygiene as they go to change dolls' nappies on the changing mat, or look after their own personal care independently or with sensitive support. However, although they often have activities that involve food preparation, this is not part of the daily routine at snack time to further develop their self-care. Children choose freely whether they wish to play outside in the well-equipped garden, and now have a new area for all weather play. They visit groups, parks and soft-play centres. This provides a wide variety of energetic indoor and outdoor play and children develop excellent understanding of healthy lifestyles.

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