

Inspection report for early years provision

Unique reference number	EY304222
Inspection date	11/12/2008
Inspector	Catherine Greenwood
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and one child aged four years in a house in Guildford, Surrey. The whole ground floor is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time. There are currently eight children in the early years age group on roll, all of whom attend part-time. The childminder attends toddler groups and takes children to local parks.

Overall effectiveness of the early years provision

Provision for children's emotional well-being is outstanding. The childminder's commitment to meeting children's individual needs and helping them achieve is exceptional. Consequently, children make extremely good progress in relation to their starting points and capabilities. Communication with parents about children's learning and development is exemplary, and children's inclusion in activities and events is given top priority. The childminder consistently assesses the quality of the care and education she provides and makes improvements.

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 observations and assessments of children's progress are shared with other providers delivering the Early Years Foundation Stage

The leadership and management of the early years provision

The childminder has a patient, caring, enthusiastic approach, and her communication with children is exceptionally positive and encouraging. She is highly skilled at asking questions that extend children's learning and involves herself in their play. The childminder knows each child extremely well, and is fully committed to ensuring they achieve as much as they can, whilst overcoming any barriers which prevent this. She gives top priority to helping children feel secure and supporting them with developing self-confidence and social skills. The childminder embraces children's enthusiasm and participation in activities.

Self-evaluation reflects rigorous monitoring and searching analysis of what is working well and what needs to improve, such as resources that reflect positive images of disability. As a result, plans are well targeted, and all recommendations from the last inspection have been met. Children's welfare is fully safeguarded due to the childminder's secure knowledge and understanding of child protection procedures and risk assessment. Documentation is exceptionally well organised

and includes a comprehensive range of policies and procedures, which are shared with parents.

The quality and standards of the early years provision

Children are very settled due to the childminder's commitment to finding out about their individual needs, and observing how they respond to every situation. She gets to know the children very quickly. Information obtained from parents when children first start at the setting includes all aspects of their development in relation to the early learning goals. The childminder encourages parents to share information concerning any learning disabilities so she can support the child, and activities are adapted to meet children's individual needs. Children's health is fully promoted through physical activities, such as running races, obstacle courses, forest walks and visits to soft play areas. In good weather children benefit from regular use of the childminder's garden.

Children are keen to take part in organised activities such as making Christmas snowmen calendars, and are encouraged to develop their confidence through lots of additional support. The childminder's encouraging approach and the choices she gives to children help them to focus and concentrate. They stick cotton wool, snow and glitter onto the snowmen and develop their senses as they rub their hands around in shaving foam. The childminder encourages them to talk about how the resources feel as well as identifying the colour. Older children do lots of creative activities and the childminder is aware of the importance of them doing the whole activity themselves so they feel proud of their achievements.

Children take part in an outstanding range of activities and experiences, such as talking to a policeman at a road safety event, helping to choose tulip bulbs at a garden centre, and cutting up vegetables and weighing the ingredients to make a mushroom pie. In the summer, children take part in frequent picnics in National Trust gardens. The childminder often meets up with other childminders and attends toddler groups, which increases the opportunities for children to make friendships and develop their social skills. All children have good relationships with one another and understand that they need to be careful with babies and respect each other's backgrounds. Children learn about number through counting steps, cars, food, animals and using an abacus and toy computer. They write words and place them on the correct items around the house as part of a game.

Pictures displayed on the kitchen wall include drawings of things children have seen or collected on walks, such as sticks, moss, acorns, a fallen tree, and badgers' sets. The childminder makes excellent use of spontaneous opportunities to extend children's learning. For example, when they find a sick bee on the doorstep they feed it with honey so that it flies away. The childminder extends this learning by reading a story and talking with children about things that might die so they are not so upset. The childminder makes good use of the available space by keeping the doors open between the sitting room and dining room. She sets up play equipment that is appropriate for different age groups at each end of the room. Some resources for older children who attend after school are kept in one of the bedrooms, and they enjoy using a cosy 'library area' to sit and look at books.

Observations and records of children's progress are outstanding. They include a wealth of information, such as photographs and samples of children's work, as well as identifying children's achievements and progress towards the early learning goals. These are shared with parents informally on a daily basis, and more formally during Early Years Foundation Stage information meetings. They also include suggestions as to how parents can support their children's learning at home. However, assessments of children's progress have not yet been shared with other providers delivering the Early Years Foundation Stage. Arrangements for safeguarding children are robust, and all aspects relating to children's safety are given careful consideration.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.