

Inspection report for early years provision

Unique reference number	120930
Inspection date	14/07/2009
Inspector	Lynne Elizabeth Lewington
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 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.

Description of the childminding

The childminder has been registered since 1993. She lives with her husband in a semi-detached property close to a local school in Woking. Minded children have access to most of the ground floor, and sleeping facilities upstairs. There is a fully enclosed garden available for outside play. The property has level access and toilet facilities on the ground/first floor.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight years at any one time. There are currently six children on roll, three of whom are in the early years age group. The childminder visits local children's activities and can take and collect children from the local school and nursery. The family has a pet dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children experience excellent opportunities to develop their knowledge and skills in the care of this dedicated childminder. Children's individuality is very important to the childminder's practice. She ensures she understands each individual's routines, their needs, their likes and dislikes and adapts to meet them effectively. Reflection and a proactive attitude enable the childminder to continuously identify areas for development. She seeks appropriate training opportunities and reads extensively to develop her knowledge and skills in her work with young children.

What steps need to be taken to improve provision further?

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

- continuing to develop skills in analysing observations to help plan 'what next' for individual children

The leadership and management of the early years provision

The warm welcome offered to parents and their children each day helps to promote good communication. Face to face discussion, daily diaries, a learning journal and photographs all help positive relationships and trust to develop. Parents are happy and comfortable when they leave their children; this contributes to children's sense of security and happiness. The comprehensive information gathered from parents enables the childminder to have a good understanding of each child. She uses this information to ensure children have appropriate experiences and opportunities throughout the day. For example, if a child has had poor night's sleep then the childminder will ensure the child has an opportunity for a nap in the day time.

Children's safety is a high priority for the childminder. Excellent comprehensive risk assessments are in place for the setting and outings. In addition, the childminder is aware of children's developing skills and reviews her assessments constantly, taking suitable measures to manage any risks that may arise. Children learn to develop their awareness of how to keep safe and have opportunities to learn safe behaviours. For example, they learn to use scissors with care, and to behave appropriately when they go on outings.

The childminder has a very good awareness of child protection issues and the action she would take if she was concerned about a child in her care. She has recently updated her knowledge and skills in this area by undertaking a training course.

Children develop an awareness of healthy routines as they learn the importance of using tissues and hand washing. They enjoy continuity in their diets as parents are encouraged to provide meals for their children. These are stored appropriately to ensure they remain fresh and appetising.

The childminder is very well organised. Her clear and easily read policies are attractively presented to all parents ensuring they have a full understanding of how the service works. A notice board in the hallway provides general information, including the registration certificate, fire evacuation plan and information about the Early Years Foundation Stage (EYFS). All the required documentation is maintained to meet the requirements of registration in a clear, easily accessible and understandable format which respects confidentiality.

The quality and standards of the early years provision

Children make excellent progress in this homely setting where they clearly feel confident and comfortable. They move freely between the downstairs rooms and simple sensible measures are in place should they need to be contained in a smaller area, for example, if older children are present and want to undertake an activity unsuitable for the youngest children.

Children make choices in their play from a range of age appropriate, attractive good quality toys and resources. Further resources are stored and can be accessed as required. The simple flexible routine for the week ensures the children have time to go out in the local community to activities, to make choices in their play within the home and to have suitable rest and nourishment at regular times. These important routines add to the children's sense of security and well-being. Activities in the local community enable children to meet other children and adults, developing their knowledge and awareness of our diverse society. Good manners and concern for others are developed through the childminder's excellent example to the children. She is kind and gentle in her interactions but is also clear and consistent in her expectations of their behaviour. A good understanding of development enables her to have realistic expectations for individual children.

Children demonstrate increasing physical skills as they undertake activities and

explore the environment. A very young child, under supervision, crawls, freely negotiating toys to reach a large bean bag. The bean bag provides an interesting challenge as the child explores further, crawling onto it and lying down. The childminder's simple narrative to the activity praises and encourages the child. Children demonstrate increasing skill as they use scissors, pedal wheeled toys, use pens and pencils and develop fine movements as they learn how to press the button on the camera. Children learn to handle items with care, for example, when a child is interested in the photographs of children's activities. The child settles into the sofa and carefully turns the pages of the photo album, demonstrating gentleness and coordination.

The childminder encourages language development throughout the day in all that the children do. Facial communication and body language are all evident, adding to the children's opportunities to develop positive communication skills. The young child enjoys sitting face to face with the childminder on her lap to enjoy a song. The child vocalises and makes appropriate noises and actions to join in with the song, clearly indicating pleasure and interest. Good quality books are available and children experience many opportunities to see the written word including their names. They have many opportunities to make marks.

Children enjoy dressing up in a variety of costumes to undertake their play, increasing their opportunities to extend their imagination and act out situations. Children have opportunities to develop their knowledge and understanding of the world as they go on walks in the local community and play in the garden. They talk about the weather and collect natural items. A children's digital camera provides opportunities for the children to record activities and interests and increase their awareness of technology.

Mathematical awareness and problem solving is part of the everyday routine. Children show awareness of position, shape and quantity as they undertake activities. They routinely count, match and compare in everything they do with the skilful encouragement of the childminder.

The childminder is maintaining attractive records of the children's achievements and these are shared with parents regularly. Simple flexible plans are made that relate to the observations and next steps in children's learning. This is effective, although there is further scope for development to make a clearer record of how children's next steps can be achieved.

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

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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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