

Inspection report for early years provision

Unique reference number	EY386637
Inspection date	08/04/2009
Inspector	Teresa Elkington
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 was registered in 2008. She lives with her husband and two children aged three years and two years in a residential part of Redhill, Surrey. The whole of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play. Use will be made of local amenities to provide additional outdoor play opportunities for children. The family own a cat. The childminder is registered to care for a maximum of two children. She currently has two children on roll in the early years age range, who attend on a part-time basis. The childminder is also registered on the compulsory and the voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group. The childminder is a member of a local childminder support group.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children flourish in the childminder's exceptionally high quality care. She provides a rich, stimulating learning environment in which children make excellent progress. The childminder plans an excellent range of learning experiences based on the children's individual interests and desires, which allows children to develop and learn at their own pace. The childminder has developed extensive systems of assessing children's progress and capabilities, which enables her to plan effectively enhancing already acquired skills and to plan for children's next steps in their learning. She works very closely with parents to create consistent and stable childcare arrangements.

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 systems for self-evaluation to continually improve outcomes for children

The leadership and management of the early years provision

Children thrive in the dedicated home care environment that the childminder skilfully provides, which ensures all their welfare needs are continually recognised and included. All regulatory requirements are in place and followed meticulously. The childminder has developed an extensive range of policies and procedures in support of all areas of her service. Effective written assessments aid the childminder in identifying aspects of potential risks within the immediate environment and beyond. The childminder has an extensive knowledge of protecting children, as she is very aware of recognising any concerns and reacting appropriately.

Exceptionally good partnerships with parents ensures consistent, high quality care for children. Parents receive an abundance of information in support of the service that is provided. Comprehensive systems are in place to keep parents fully informed as to their children's care routines and progress in their learning. Clear discussions take place with parents before children start, to ascertain milestones already achieved, which allows the childminder to plan accordingly for their individual learning. Regular reviews of developmental progress are undertaken, as the childminder shares observations that she has made with parents, which enables them to plan effectively together. Clear systems are in place for liaison with other providers and outside agencies to ensure that children receive a consistent approach to their learning and development and to ensure that any additional needs are fully supported.

The childminder has developed systems to evaluate the service that she provides. The views of the service users are actively sought, which allows her to reflect upon their comments, ensuring that her provision remains of a high standard and that the outcomes for children are continually met. She has attended substantial training in support of her work with young children and is actively seeking further training opportunities to ensure that her knowledge and skills are fully updated.

The quality and standards of the early years provision

Children are extremely comfortable in their surroundings and move freely around all areas of the home identified for their use. Independence is encouraged as children have access to a wide range of good quality resources that effectively support their individual needs and interests. An abundance of children's work is on display for all to enjoy, which promotes and provides a sense of belonging within the welcoming environment that is provided for all children. They enjoy activities both planned and child-initiated, appropriate to their stage of development and to ensure that children's needs, interests and desires are supported and developed.

Children are very happy, settled and relaxed in the childminder's company. They are motivated, eager and actively participate in and enjoy the activities and experiences offered to them. Children are extremely confident and self-assured because of the excellent support and encouragement they receive from the childminder. Children enjoy a balanced range of play opportunities, promoting their development in all areas of learning. The childminder plans activities to encourage and develop children's awareness of diversity. They explore festivals of their own and cultures of others. Clear and consistent boundaries help children understand what is expected of them and help them to understand right from wrong.

The childminder places a high emphasis on children's health and well-being, which helps children to follow a healthy lifestyle. Children develop their understanding of good personal hygiene routines from an early age. For example, they are encouraged to wash their hands before snacks and meals, after toilet routines and messy play activities. Children are well nourished and receive freshly cooked meals that are reflective of their dietary needs and preferences. Children engage in daily outdoor activities away from the home; they go on walks to parks and visit places of interest. This allows them to participate in outdoor pursuits, providing them with

opportunities to learn about their immediate environment and develop their dexterity and muscle movements.

Overall, children thrive in a setting where they are free to learn, explore, experiment and have fun within the care of a childminder, who values the children as individuals and provides many opportunities for them to grow and flourish.

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