

Inspection report for early years provision

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| Unique reference number | 507514 |
| Inspection date | 12/05/2009 |
| Inspector | Maureen Edith Sinclair |

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| 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.

Description of the childminding

The childminder was registered in 1994. She lives with her husband, three adult children and a 15 year old daughter in Redhill, Surrey. The playroom, cloakroom and kitchen on the ground floor and a first floor bedroom are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She works with an assistant, when necessary. The childminder takes children to the local library, shops and parks. She regularly attends toddler groups. The family have a pet rabbit.

Overall effectiveness of the early years provision

Overall the provision is outstanding. The childminder has an excellent knowledge of each child and this enables her to offer a fully inclusive environment to meet all children's individual needs. Children are kept secure at all times and there are extensive measures in place to promote children's health and safety.

Comprehensive self-evaluation enables the childminder to identify the strengths of her service and recognise any areas for development. This ensures she consistently reviews her practice and makes continuous improvement. The childminder has very strong partnerships with parents and other providers and this ensures children make excellent progress in their learning and development.

What steps need to be taken to improve provision further?

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

- review the method of recording observations and planning, to link them more closely with the areas of learning.

The leadership and management of the early years provision

The childminder promotes children's individual needs extremely well in a secure, child focused environment. Children play in a very well organised setting, where they can move around freely and easily access a wide range of play materials. There is a suitable range of high quality and well maintained furniture and equipment available.

The childminder has a very good understanding of the Early Years Foundation Stage. She is able to identify her strengths and areas for development to help her improve her high quality service. She shares a comprehensive selection of clearly

written policies and procedures with parents, which ensures the setting operates smoothly and meets their expectations. The childminder obtains thorough information about children's abilities, likes and dislikes and the necessary permissions to ensure she can meet their health and development needs when they start in her care. Well maintained documentation is stored securely to ensure confidentiality. Children are safeguarded as the childminder has a thorough understanding of child protection issues. She ensures children remain safe on the premises and during outings by carrying out regular, detailed risk assessments and carrying out a daily check of premises. Children practise the evacuation procedure at regular intervals.

The childminder has an excellent partnership with parents, which enables her to make sure children's individual needs are being fully supported. The childminder talks with parents each day and children's folders are available for them to look at. She holds regular reviews with parents to ensure they are fully involved in their children's learning and development. She supports children's home interests, such as obtaining story books when children take up ballet lessons. Feedback from parents shows they are delighted with the high quality service their children receive. The childminder works very closely with nurseries attended by children, which ensures continuity and consistency in children's learning.

The quality and standards of the early years provision

The children are making excellent progress as the childminder is very aware of where each child is in their learning and development. She uses this knowledge to ensure that activities provide challenge and extend individual children's learning. The childminder is reviewing her method of recording her observations and planning, to link them more closely with the areas of learning.

The very well organised learning environment supports children in their learning. They can see and choose from the wide range of toys that are available to them and confidently ask for those they cannot reach. Photographs and displays of children's work show that they undertake a varied and exciting range of activities over the year, ensuring they make excellent progress across all areas of learning. Children are proud of their work and take it home to show their parents.

Children learn about measuring and volume as they play with sand and water and through cooking activities. They confidently count the animals on a puzzle. Children are learning that marks have meaning as they write addresses on envelopes and then 'post' them. The childminder extends this activity by asking them if they wish to make a post box, asking them to think about how to do this. She talks to them about what happens to a letter once it is posted. Children play well together, taking on the roles of shopkeeper and customers; they decide how much things cost and how much money is needed as they play with the till.

Children learn about healthy eating as they discuss what foods are good for them. They learn how vegetables grow and how to care for plants when they visit an allotment. The childminder uses this interest to encourage children to try new foods. Children play outside every day on an exciting range of equipment, learning

to climb and control their movements. The childminder reminds them about using the equipment correctly so they do not hurt themselves. They are learning about their bodies as the childminder explains why they need to wear jumpers when it is cold and that they can take them off when they get warm. When asked why the rabbit is losing his fur, she explains he is moulting because the weather is warmer and compares this to taking off a jumper. Children's behaviour is good. They support each other in their play and share resources well.

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

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| 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? | 2 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

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| 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

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| 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? | 2 |
| 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

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