

Inspection report for early years provision

Unique reference number	EY236476
Inspection date	31/07/2009
Inspector	Jacqui Lloyd
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 2002. She lives with her husband and four children aged between five and 12 years, in Guildford, Surrey. The whole of the ground floor of her house is used for childminding purposes and bedrooms upstairs are used for sleeping. Children have access to a fully secure garden for outside play. The childminder is registered to care for a maximum of four children at any one time, of these not more than three may be in the early years age group, or six when working with an assistant. There are currently five children attending who are within the early years age range. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder regularly attends a local childminding group and visits are made to the local park.

Overall effectiveness of the early years provision

The overall quality of the provision is outstanding. The childminder has excellent knowledge and understanding of the Early Years Foundation Stage (EYFS) and has a highly effective and professional approach to childminding.

She regularly undertakes sensitive observation of the children to assess their individual needs and makes excellent use of this information to plan a wide range of exciting and fun activities.

The childminder is exceptionally enthusiastic and dedicated to providing high quality care and education for young children. Children are inspired by the childminder to play, learn and explore and they participate in a stimulating and challenging range of activities that enable them make excellent progress in their learning and development. Children share excellent relationships with the childminder and are clearly exceptionally happy and confident in her care.

What steps need to be taken to improve provision further?

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

- continue to develop procedures for liaising with other providers who deliver the EYFS in preparation for when minded children will be attending other early years settings

The leadership and management of the early years provision

The childminder has an exceptionally positive attitude towards childminding and is dedicated and enthusiastic in her approach. She is committed to developing her practice and continues to attend training courses and conferences to extend her knowledge and further develop her skills.

She makes excellent use of procedures to evaluate her practice and is an extremely reflective practitioner. For example, she undertakes self-evaluation and

also seeks feedback from parents through the use of a parental questionnaire that she has devised. This enables her to assess the strengths of her setting and identify any areas that she would like to develop. She establishes extremely strong and effective partnerships with parents and fully involves them in all aspects of their children's care.

The childminder carries out regular observations of the children and maintains detailed and informative records of their progress. She thoroughly understands their individual learning needs and as a result plans and provides an exciting, challenging and fun range of play and learning opportunities tailored to the needs of each of the children. She skilfully adapts activities to ensure children of all ages and abilities are able to participate and offers additional support where necessary.

The childminder spends extensive amounts of time involved in the children's play and intuitively understands their needs and their interests and responds quickly to suggestions and comments from the children. For example, if children begin to talk about something that interests them, she skilfully provides further learning opportunities and activities to support children's understanding and extend their learning.

The childminder maintains exemplary records and makes full use of additional supporting documents, such as policy documents and individual daily diaries for each of the children; all of which contribute towards the extremely safe and efficient management of her service.

There are excellent procedures in place in place to promote children's healthy development. For example, children regularly enjoy access to outdoor play and in poor weather, are dressed appropriately and are still able to enjoy and benefit from outdoor play. They enjoy healthy and nutritious snacks and meals and recognise the importance of good hand washing routines as this is constantly reinforced throughout the day. The childminder pays meticulous attention to menu planning to ensure she incorporates children's special dietary requirements, which helps to promote their welfare.

The quality and standards of the early years provision

Children thoroughly enjoy spending time with the childminder and excitedly take part in a wide range of challenging and fun activities that help them to develop new skills and make excellent progress towards the early learning goals. Children benefit from exceptionally close and caring relationships with the childminder and enjoy lots of cuddles and affection from her. This helps children to settle quickly and feel safe and secure in her care.

Children are encouraged to respect one another, learn the importance of sharing and taking turns and as a result, children are extremely respectful of one another and play very well together.

Children thoroughly enjoy looking at photos of themselves in the scrapbook and laugh with delight as they recall some of the activities they have taken part in. Children are given plenty of time, space and freedom to play and as a result they play independently, develop new ideas and are able to follow their own interests.

They have access to several areas of the home including a very inviting, designated playroom, in which a wide range of resources and play materials are easily accessed by the children.

There are excellent procedures in place to safeguard children and the childminder consistently teaches children about danger and how to keep themselves safe. For example, parents comment that their children have spoken about the importance of holding hands with the childminder when on outings, to keep themselves safe, which demonstrates that clear explanations and constant reminders given by the childminder help children to develop an awareness and understanding.

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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