

## Inspection report for early years provision

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<b>Unique reference number</b>	EY296959
<b>Inspection date</b>	14/08/2009
<b>Inspector</b>	Bridget Richardson
<b>Type of setting</b>	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 2005. She lives with her husband and two children aged eight and seven years in Newdigate, Surrey. The whole ground floor of the childminder's house is used for childminding and a first floor bedroom for overnight care. There is a garden for outside play. The family have no pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is also registered to provide overnight care for a maximum of two children at any one time. She is currently minding five 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.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is outstanding. The childminder knows her minded children exceedingly well, clearly understands their individual needs and values their differing home circumstances. Children are thoroughly at home in the setting and progress because they take part in a wide range of stimulating, age appropriate activities that follow their interests, provide them with sufficient challenge and help them to progress towards the early learning goals. The childminder is highly committed to offering high quality standard of care to all children and acts as a positive role model. She continues successfully to do her utmost to further improve the quality of the welfare and learning provided for 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:

- continue to develop observations and assessments to support children's individual development

## **The leadership and management of the early years provision**

The childminder is an experienced and highly capable practitioner, who continually undertakes training in order to increase her professional knowledge. She is able to effectively recognise her strengths and immediately puts strategies in place to address any identified weaknesses. The childminder has clear and efficient strategies in place to safeguard children in her care. She understands her role is extremely important in protecting children and knows the correct procedures to follow if concerned about a child's welfare. The childminder has a very solid and thriving partnership with the parents. They are provided with detailed written

information about the provision, its policies and procedures, prior to a child entering her care. They are kept up to date through daily informal discussion, daily diaries, newsletters and photographic evidence of their children at play. In addition, parents and children are invited to complete written questionnaires about the effectiveness of the provision. The childminder then effectively uses this information to develop her practice.

## **The quality and standards of the early years provision**

The children are extremely confident and self-assured. They are very self confident in going to the childminder for support and are encouraged to be active, creative and independent learners. Children make decisions for themselves regarding the toys and resources they wish to explore. For example, two children decide to build a camp and enjoy an imaginary game, whilst another seeks out the childminder to explore a wooden construction toy. The children have very good social skills and are confident to share resources and to take turns. They benefit from the childminder's active involvement in their play. She uses spontaneous opportunities, such as when the children asked her to read a story. The childminder introduced puppets to read the story to the children. The children were thoroughly engrossed in the puppets and lots of squeals of delight and laughter surrounded the story time. The childminder used the puppets to talk with the children asking them questions about themselves. In this way, children are learning to listen to others, to concentrate for short periods and to speak confidently in a familiar group.

The childminder plans a balanced programme of child-initiated and adult-led activities, both indoors and outside. They explore water, sand, enjoy a wide range of imaginary activities and take part in an extensive range of art and craft activities. Furthermore, they enjoy an excellent range of outings and enjoy going swimming with the childminder at the local school. The childminder undertakes regular, written observational assessments of the children and uses the information to assess each child's progress on the Early Years Foundation Stage curriculum. From this information she completes plans for children's next steps in their individual learning, which need further developing to ensure that each child's individual needs are being fully met. Each child has their own 'Child Record Book', containing their assessments and carefully selected photographs of the individual child, whilst engaged in activities. There are regular opportunities for the childminder and the parents to review the records and for the parents to contribute their own observational assessments of their child's progress.

The children's safety is the childminder's highest priority. There is a range of measures to support the children's safety and help avoid accidents. The premises are secure, comprehensive risk assessments are in place, that include the premises, outings and individual risk assessments for each child to ensure their needs are met at all times. Stair gates restrict children's unsupervised access to the whole of the property and the children are always well supervised. Children are gaining an awareness of how to keep themselves safe. The childminder spends time with children on their first day going around the premises talking about how they can keep themselves safe. They practise road safety drills, take part in emergency evacuation drills and help to tidy away toys, thereby reducing trip

hazards.

Children learn about the importance of a healthy lifestyle through the provision of a well balanced diet and daily outings to ensure they reap the benefits of the fresh air. Children are learning a good sense of right and wrong and behave extremely well because the childminder implements clear rules and boundaries consistently. As a result, the children know what is expected of them and are keen to follow simple instructions, knowing it will lead to praise and recognition of their efforts. The childminder reminds the children of the rules, gently and calmly, building their self-esteem and confidence effectively. Children confidently talk openly about their different needs and are developing respect for others.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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