

Inspection report for early years provision

Unique reference number	EY388220
Inspection date	30/07/2009
Inspector	Maureen Croxford
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 2009. She lives in a house in Guildford Surrey with her husband and two young children. Local schools and transport facilities are within walking distance. Children have access to a playroom, lounge, downstairs cloakroom, and two of the bedrooms on the first floor for sleeping purposes only. There is an enclosed secure garden available for outside play. The family have a pet dog, two cats, and tortoise. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register, for a maximum of four children at any one time of whom two may be in the early years age group. Her husband is also registered to work with the childminder as an assistant. There are currently three children on roll, all of whom are in the Early Years age group.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder has an excellent understanding of the Early Years Foundation Stage and has written records in place that very clearly reflect the children's progress and achievements. Children are supported well as the childminder uses her extensive knowledge of child development to good effect. The childminder provides an inclusive and safe environment where children are made to feel extremely comfortable and relaxed. A very positive relationship has been developed between the childminder and parents which helps to ensure that the children's needs are fully met.

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 resources to promote diversity and develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others

The leadership and management of the early years provision

The childminder protects children from potential harm or neglect as she is well informed with regard to safeguarding procedures. She checks equipment both inside and outside to identify and ensure all potential hazards are minimised. The childminder holds a current first aid certificate and records all accidents and any medication that is administered. All required documentation including attendance and accident records and policies are in place; that helps to ensure children's well-being and safety. The agreements show the children's details including their individual needs and requirements.

The childminder makes detailed observations of the children's progress and their

activities. These are used very effectively to identify interests and learning styles and to plan relevant and motivating play experiences. The childminder provides a good balance of child-led and adult-led activities to children and has a wide range of age and stage appropriate resources that are readily available to children. She interacts very well with the children and assists them when necessary. She knows when to let the children try things out for themselves, allowing their problem-solving skills to develop effectively, for example, allowing them to create their own 'ladybirds' during the craft activity and praising their efforts.

Excellent relationships have been established with the children and their parents to ensure that the childminder can meet their individual needs. Parents are encouraged to contribute to their children's learning, for example, their starting points and any new developments they may have seen. The childminder provides parents with clear written and verbal information about the care offered in the provision and their children's progress. Information is shared on the notice board and through email if required by the parent. The childminder evaluates her provision and is able to identify her strengths and weakness. She recognises that training is very important and has identified areas of her practice that she would like to develop.

The quality and standards of the early years provision

Children are very confident and have good self-esteem, which is actively encouraged through an extensive range of exciting activities and the daily routines. They are able to choose to play inside or outside in all weathers, as the childminder has installed a covered area outside the patio doors. They have access the enclosed garden with resources to promote their physical development well, for example, they are able to ride trikes, scooters and use the slide, freely. They show excitement as they crawl through the tunnel and bounce on the trampoline.

Children are encouraged to become independent and are free to choose their own activities from a wide range in the playroom. There are quieter areas where children are able to rest and relax, for example in the reading area there are comfortable chairs and cushions. Children sit here quietly and share books together, pointing out different items in the pictures to the childminder who sits on the floor with them.

Children take part in many suitable play opportunities that help them to learn and develop in all areas of learning. For example, they are able to develop their communication and literacy skills through the many resources to mark make and help them recognise familiar numerals, signs and words, such as chalks, paint, books, posters and labels. They count during daily routines and are presented with problem solving activities.

Children enjoy many activities that allow them to explore different media, for example, pouring sand and water, cooking and playing with corn flour puddles. They are able to develop their senses as they handle, taste and smell the fruit and vegetables that they grow. This is extended through such activities as a visit to the local farm.

The childminder supports the children's play and discusses their activities with them. She uses her extensive knowledge of the Early Years Foundation Stage to plan and promote all areas of the learning outcomes in the daily play activities. Children explore their local environment and they meet with other children at the local children's centre which helps to develop their social skills. They are encouraged to be polite and considerate by the childminder, for example, at snack time they are reminded to say please and thank you. The childminder is developing the range of resources that promote positive images and planned activities help to develop children's understanding of other cultures and beliefs.

Children's welfare and well-being is promoted well as they learn to follow good hygiene routines, such as washing their hands before meals. All children are able to access their own drinks throughout the day as they wish and are offered healthy snacks and meals in agreement with parents. Activities are planned that promote a healthy lifestyle.

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