

## Inspection report for early years provision

---

<b>Unique reference number</b>	153240
<b>Inspection date</b>	22/07/2009
<b>Inspector</b>	Catherine Hill
<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 2000. She lives with her husband and two children, aged 16 and 13 years, in a residential area of Guildford, Surrey. The home is close to local shops, parks and amenities. The ground floor of the property is used for childminding with an upstairs bedroom used for sleep only. There is a secure garden for outdoor 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 group. She is currently minding nine children in this age group at various times during the week. 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. The childminder collects children from school and attends toddler groups on a regular basis. The family has a cockatiel.

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

Overall the quality of the provision is outstanding. Children make excellent progress in developing their knowledge and skills as a result of the childminder's exceptional organisational skills in ensuring they are provided with varied play activities to promote development in all areas. The childminder provides a welcoming, family environment in which inclusive practice is positively promoted. Children thrive as they relax and engage in meaningful play, both independently and with each other. The childminder is enthusiastic and dedicated and continually improves her knowledge of early years care and education by regularly attending relevant training courses.

## **What steps need to be taken to improve provision further?**

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

- reviewing the risk assessment procedures with regard to the pond and bird bath to ensure children are safe at all times in the garden.

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

The childminder has excellent relationships with minded children and their parents. She values children as individuals and organises her time and resources effectively to ensure their learning and development needs are well met. Parents are kept very well informed about their children through a daily diary and verbal exchange of information. The childminder shares all her policies and procedures with parents and also displays information in her home, for example, posters relating to the Early Years Foundation Stage (EYFS) and Ofsted. Parents are effusive in their praise of the childminder who they 'would have no hesitation in recommending' and who they also state is 'an absolute gem and a fantastic childminder'. The

childminder has completed a detailed self-evaluation form critically reflecting on her practice and has identified areas for further development. She has also sought feedback from parents, via a questionnaire, to ensure they are happy with her provision. Since her last inspection the childminder has very successfully incorporated the requirements of the EYFS into her practice and maintains comprehensively detailed individual development files on children. The childminder allows children independence in their play and regularly risk assesses her home and outings to ensure children keep safe. She keeps a constant check on children's movements as their play flows freely from indoors to the garden. Records of risk assessments are maintained, although these have yet to be reviewed for garden hazards. Children's welfare is safeguarded well as the childminder understands her role and responsibilities with regard to child protection. She has a written safeguarding policy and has also attended specific training in this area.

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

Children are given the time and space to enjoy their childhood as they engage in purposeful play within a loving, home environment. Their behaviour is excellent as they amicably share resources and patiently take turns, for example, at the computer. The childminder's policies and procedures ensure children are protected from illness and infection. She wears gloves when changing nappies and individually labelled towels in the cloakroom ensure the risk of any cross infection when children dry their hands is minimised. Children have free access to fruit and enjoy the benefits of being able to freely play outside in the fresh air. They develop their physical skills as they confidently play on the climbing frame, with balls, and with a mini golf set. Younger children are sensitively supported to stand and develop their balance as they practise taking a few steps. Children sit on wheeled toys, supported by the childminder to ensure their safety, and gleefully jiggle the handle bars of a toy motor bike as they pretend to ride along. The childminder helps develop children's awareness of safety as she includes them in regular practices of her fire drill.

Highly detailed development records track children's development in all learning areas. The childminder does daily observations of children and uses information gained to plan the next steps in their learning. Children learn about the natural world as they sow seeds to grow plants in the garden. They write their names on labels they make for the plant pots and eagerly go outside to water their seeds. They show an understanding of technology as they sit at the computer together and carefully manipulate the mouse and use the keypad to complete game programmes. They enjoy creative play and make pictures with blow pens. They engage in role play as they dress up as policemen. Babies take an interest in their surroundings and happily chatter to themselves as they crawl around exploring different toys. They press the buttons on interactive toys to make music play. The childminder talks reassuringly to them whilst allowing them to follow their own interests, which reduces the occasions when they may feel frustration. Children concentrate well as they play with a fold the flap puzzle book. They recognise and name different fruit, numbers, animals and shapes in the book and absorb themselves in rearranging the flaps in the book to make a complete picture.

## 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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<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?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----