

Inspection report for early years provision

Unique reference number	EY396256
Inspection date	22/01/2010
Inspector	Patricia Jane Daniels
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children aged 11 and two years in a residential area in Addlestone, Surrey, close to shops and local amenities. Childminding mainly takes place on the ground floor, with sleeping and additional toileting facilities available upstairs. Children mainly use the lounge and the dining/playroom. There is a ground floor toilet. There is a fully enclosed garden available for outside play. The family has two cats.

The childminder is registered to provide care for a maximum of five children aged under eight years. There is currently one young child on roll. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder ensures that the minded child is very settled and confident, well cared for and making exceptional progress in learning and development. The childminder effectively evaluates the quality of her provision and identifies areas for improvement to sustain her already excellent practice, for children's benefit. She develops meaningful links with parents and other provisions to share information and develop continuity of care and learning to a very high standard. All of the documentation is well maintained to meet requirements.

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 improve opportunities for outdoor learning and development

The effectiveness of leadership and management of the early years provision

All checks on household members are in place to ensure their suitability. The childminder has a thorough understanding of the procedures to follow if she has a concern about a child. The minded child's confidence and self-assurance indicates that she feels safe and secure in the childminder's care. The childminder recognises the importance of helping the child to develop skills that enable her to keep safe and understand the reasons for safety rules. This gives the child important life skills for the future. The childminder has modified her home to provide a stimulating environment for children's benefit. Displays of the child's artwork indicate that it is valued and resources are stored at child height so that they are easily accessible. Toys are provided to reflect the child's particular interests and to support planned areas of learning.

The childminder has high expectations and is keen to maintain and develop the exceptional standards that she provides. Her practice is continuously evaluated and improved. For example, she has recently developed her system of observation and planning to improve her practice. The childminder involves parents in her self-evaluation by seeking their opinions. She has prepared a questionnaire for them to complete, so that parents have time to reflect on their views. The minded child expresses her wishes freely and these are considered when planning activities. This means that everyone contributes to the process of evaluation. Documentation is well maintained, so that the childminder's provision is efficiently managed. A comprehensive range of written policies underpin the childminder's practice and these are shared with parents.

The childminder develops strong relationships with parents and they are very complimentary about her provision. She involves parents by seeking information about their child and works with parents to identify the next stages in the child's learning and development. The childminder provides an extensive daily diary for parents, with detailed and meaningful explanations about their child. Parents are highly complimentary about the provision. The childminder also ensures that she communicates well with other providers, so that they can work together for the child's best interests. Shared information ensures consistency of care and that the child's individual needs are met.

The quality and standards of the early years provision and outcomes for children

The minded child's learning and welfare is effectively supported within a loving and secure environment, so that she makes sustained and exceptional progress in all areas of development. The childminder provides an outstanding range of planned, purposeful learning and play opportunities. There is an excellent balance of child-led and adult-led activities that foster active learning. The childminder is highly skilled at supporting and extending learning and development within everyday activities. For example, this can be seen during a simple painting activity. The child independently selects an apron and puts it on herself. She decides that she will paint a polar bear and uses a roller to paint the snow. This leads to a discussion with the childminder about the snowman they made last week and how the snowball got bigger. The child asks for some other colours of paint and mixes them together, observing the effects. The conversation changes to the North and South poles, and which creatures live where. Then difference between thick and thin is discussed, using paintbrushes to illustrate. The legs on the polar bear are counted; the childminder explains what the word 'blizzard' means and how the heavy snow makes everything dark. The child listens with interest to this explanation and then paints a sun on her picture to 'help the bear see in the snow'.

This activity supports all six areas of learning. The minded child is utterly absorbed and concentrates exceptionally well. She shows her delight and interest through chatting, asking questions and through her body language. The childminder's questions and encouragement ensure that the child learns through her play and help her to make connections for herself. The child is a confident learner, with a

positive attitude towards investigating and making choices. This provides a secure base for developing skills for the future.

The quality of the childminder's planning and observation is quite exceptional. She records her observations of children alongside photographic evidence. She has developed an excellent and concise system for recording what the child has achieved. The next steps in learning are clearly identified and provided for in planned activities. These are then observed, to make sure that planned learning and progress occurs. The documentation shows that this system enables the child to make significant progress in all areas of learning and development. The childminder has plans to develop and broaden the activities that she provides outdoors, although these are already well catered for.

The childminder's conscientious and diligent attitude ensures that the minded child's needs are met and valued within her practice. She has an in-depth understanding of the minded child and provides activities that are well suited to her needs. Resources and activities are planned and provided to enhance understanding of the diversity within society.

The childminder takes effective steps to ensure that children are safe, with a thorough daily risk assessment of her home. Outings are similarly considered for safety. The childminder helps the minded child to learn to do things safely for herself, such as how to climb the stairs carefully. The childminder has a current first aid certificate and written parental consent to seek emergency treatment. This means that she can act in the minded child's best interests if there is an accident. The minded child learns good hygiene practices, such as effective hand washing and cleaning teeth after meals. She knows that these are important and now can do these independently.

The childminder is a positive role model for children's behaviour. She encourages the minded child to learn about emotions and how they are expressed. For example, she explains that sometimes the very young child is a bit angry because he is tired. This helps the minded child to understand the feelings and behaviours of others and develop empathy. The minded child shows that she is beginning to understand how emotions are expressed because she makes the artist's dummy look sad by moving its head and shoulders down.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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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