

Inspection report for early years provision

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Inspection date	26/07/2010
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered for at least ten years. She lives with her family in Walton-on-Thames, Surrey. The ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. Local facilities include schools, parks and library.

The childminder is registered to care for a maximum of six children under eight years. She is currently caring for five children of varying ages, who attend on a part time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is a member of the childminding network and has accredited status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's learning and welfare are given a high priority within a loving and secure environment, so that they make excellent progress in all areas of development. Self-evaluation is embedded in everyday practice and ensures continuous improvement within this outstanding setting. The childminder develops strong links with parents and other providers. Information is shared to develop continuity of care and learning, which effectively identifies and meets children's needs. All of the required documentation is in place and well maintained.

What steps need to be taken to improve provision further?

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

- developing a system that reflects on the outcomes of activities provided to support next steps in learning

The effectiveness of leadership and management of the early years provision

All required checks on household members are in place to ensure their suitability. The childminder has a thorough understanding of safeguarding issues and the procedures to take if she has concerns about a child. She updates her safeguarding training regularly and has a clear written procedure to follow, if needed. Children are clearly settled and confident, which means that they feel safe and secure in the childminder's care. The childminder uses the environment and resources extremely well, so that they are organised to meet the needs of the children effectively. Children move around freely as they independently select resources and activities from the excellent range provided.

The childminder is highly motivated. She has a professional approach towards her

provision of childcare and her personal development, so that her practice is continually improving. The childminder has attended an extensive range of training workshops to enhance her knowledge in many areas. Self-evaluation is extremely well-developed and includes the views of parents and children, to enhance and develop the childminder's provision. Documentation is effectively maintained and includes a comprehensive range of policies, which underpin the childminder's practice. The childminder regularly updates her policies, so that they are fully relevant to current practice.

Children benefit enormously from the links that the childminder builds with parents and other providers. The strong partnerships ensure that continuity of care is provided and children's needs are met fully through well-established communication. For example, the childminder has instigated a visit to a local nursery with a child, so that the child can meet the teacher and get to know the setting. She talks about the move and supports the child's transition process exceptionally well, so that the child is confident and secure. The childminder meets children's needs for relaxation after a day at school and ensures that she provides these opportunities. Parents are highly complimentary about the service provided by the childminder.

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

The childminder supports children's learning and development exceptionally well. She understands the requirements of the Early Years Foundation Stage thoroughly. She uses this knowledge to plan and provide a rich variety of worthwhile activities and learning opportunities, which cover and promote all areas of learning and development. The childminder enables children to learn through meaningful, everyday experiences and invites parents to contribute their suggestions for their children's learning. The stimulating environment motivates children and they are keen to investigate and enjoy their play. This promotes children's positive attitudes towards learning and developing skills in the future.

The childminder records her observations of children's abilities and uses these effectively to plan for the next stages in their development. Records show excellent progress in all areas and these developments are shared regularly with parents. Although the childminder plans specific activities to promote the next steps in children's development, she does not always reflect on the outcomes from these.

Children have excellent opportunities to learn about the local community and the wider world. They enjoy a range of outings that include visits to the local library, park and children's centre, and to a farm. During Autumn the children visited a large park and took part in an organised nature week to observe the effects of the changing season. Children begin to learn about the passing of time as the childminder chats to them about what they did at the weekend with their families and what they will do later that afternoon.

Children learn to communicate and express themselves well. The childminder chats with the children about their homes and encourages them to share their news. She

responds proactively to younger children's body language and gestures, so that non-verbal communication is acknowledged and children feel valued. Children freely select books and have opportunities to make marks from an early age, which promotes the development of their literacy skills.

The childminder praises and encourages children, which promotes their confidence and self-esteem. She intercedes effectively with any issues linked to behaviour when needed, but is also skilled in standing back so that children can learn to resolve differences for themselves. The childminder helps children to consider the needs of others and think about the effects of their behaviour, which supports the development of their relationships and social skills. The support of children's social and emotional development is a particular strength of the childminder. She is particularly warm and loving towards the children, and has a calm approach that provides a good role model for behaviour.

Children enjoy playing imaginatively together and have many opportunities to be creative. Their artwork is displayed in the childminder's home, which gives the children a sense of pride in their work. Resources and activities are planned and provided to enhance understanding of the diversity within society. For example, some of the children's artwork depicts different cultural festivals and celebrations. The childminder's strong commitment to providing high quality care and learning ensures that children's individual needs are met and valued within her practice.

The childminder has a current first aid certificate and written parental consent to seek emergency treatment. This means that she can act in the children's best interests if there is an accident. Children who are unwell are cared for with concern and attention. Children are provided with an excellent, balanced menu of home-cooked meals and snacks. They have daily opportunities for physical outdoor play and periods of rest to 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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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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