

## Inspection report for early years provision

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<b>Unique reference number</b>	160508
<b>Inspection date</b>	12/05/2010
<b>Inspector</b>	Catherine Greenwood
<b>Type of setting</b>	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 was registered in 1992. She lives with her husband in Milford, a village near Godalming in Surrey. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed 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 range. She is currently minding seven children in this age group, most of whom attend part-time. She also offers care to children aged over five years to 11 years, and there are currently three children on roll in this age group. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local parent/toddler group, takes children to the local library, and the park. She is a member of the National Childminding Association (NCMA).

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder's ability to reflect on the provision, and her positive approach towards meeting children's individual needs are key strengths of the setting. Communication and interaction with children is exceptional. This is evident in the way the childminder consistently gives children time to express their thoughts, ideas, and feelings, and asks questions that fully extends their abilities and learning. The childminder's commitment to continuous improvement is enhanced through her attendance at additional training. For example, since the last inspection she has completed workshops on Safeguarding children, Ofsted self-evaluation, and Observing play.

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

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

- improve the range of planned activities that promote children's understanding of diversity, particularly in relation to disability.

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

Children's welfare is fully safeguarded due to the childminder's excellent understanding of child protection procedures, and her implementation of risk assessments and fire evacuation practices. Good teamwork with the co-childminder means that tasks and responsibilities are shared. Children have excellent

opportunities to take the lead within their play, and they relish the childminder's involvement, due to her receptive approach. The childminder's positive encouragement means children show good concentration and persist at activities they enjoy, such as painting. The childminder consistently enters into discussions with children about their intentions, and supports them fully with the choices they make.

Self-evaluation provides an accurate assessment of achievements and future plans that will continue to improve outcomes for children. Actions taken are well targeted and successfully achieved, for example, the introduction of three monthly reviews to share children's assessment records with parents. Questionnaires are used to seek parents' views about any changes to the provision, such as the introduction of weekly diaries. An excellent range of play equipment and other resources are made easily accessible inside and outside the provision. The environment is very welcoming and is set up in a very child orientated way, which means that children feel comfortable and at ease. Children have good opportunities to be involved in activities. For example, the childminder sits babies on her lap so they can paint at the table with others. Children's family cultures are embraced through activities such as making 'Champs' from Irish recipes. Resources that reflect positive images of differences are made easily accessible, although there are too few planned activities to promote children's understanding of diversity, particularly in relation to disability.

Partnership with parents and other providers delivering the Early Years Foundation Stage is excellent. The childminder liaises with school key workers about children's progress and well-being, and discussions with teachers means that positive feedback about children's behaviour is recognised and celebrated with both the childminder and parents. Newsletters and activity plans are obtained through accessing school websites so that areas of learning can be reinforced, for example, in relation to topics such as 'wheels and cogs'. The childminder embraces opportunities to support and extend children's learning, particularly where a topic captures their imagination and interest. Parents make positive comments about the provision. For example, they say 'we receive very good feedback about all elements of our child's behaviour and development, 'the children are made to feel very welcome', 'the childminder is like gold dust, I trust her completely, and the whole family is lovely'.

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

Children make outstanding progress in their learning and development. They are extremely happy and relaxed in the childminder's home, and often laugh with enjoyment during their play. Their enthusiasm for learning is exceptional. The childminder says 'children have a very positive attitude, will try anything, and are not afraid to ask if they don't know how to do something'. They behave exceptionally well and often consider each other's needs and feelings, for example, as they ask friends if they want to join in activities such as ball games. Children have a very helpful attitude which is evident as they say 'I will help tidy up the toys, even though I didn't make the mess'. Outings to children's centres and

toddler groups provide children with good opportunities to socialise as part of a large group.

Children communicate well, and some have an excellent range of vocabulary. They show confidence in talking about things they have seen, and are encouraged to remember and tell others about past events within their own lives, such as outings to museums to see dinosaurs. Children are extremely receptive and have enquiring minds. Their ability to listen and interpret information during lengthy conversations with the childminder, means their learning is fully extended in all areas. Children concentrate well when listening to stories as part of a small group, and their enthusiasm is clear as they say 'that was a lovely story', and eagerly choose other books for the childminder to read. They learn about the day of the week and sounds of alphabet letters as the childminder and her co-childminder ask questions about the weather and the days of the week. Children's assessment records show they have good opportunities for mark making through painting and drawing activities. They develop their knowledge of colour, for example, through choosing different plates at snack time, and show confidence in this area of learning as they say their paintings are 'multi-coloured'. Activities and discussions, for example, about the seasons and clothes, mean that children's knowledge of colour is extended. Children develop a concept of number and size, as with the childminder's support they identify if runways built from Lego are wide enough to accommodate toy planes.

Children have exceptional opportunities to learn about the world around them. They show an understanding of 'life cycles', as the childminder reminds them about frogspawn they have seen in ponds. As a result of on-going conversations with the childminder, children talk about things they see in the environment, such as egg shells from baby birds which they collect during outings, and consequently, some children are beginning to understand about hatching processes. Children use a range of resources, such as magnifying glasses as they go on bug hunts in the childminder's garden and on outings to commons and parks. Activities such as strawberry picking at a local farm and planting vegetable seeds, and potatoes in the childminder's garden, enable children to learn about how things grow. Children learn about the importance of looking after the environment, for example, through taking cardboard to local re-cycling facilities. They understand the role of 'people who help us', through visiting police services, and attending 'emergency mock up events' in a local school. Children enjoy making constructions using Lego, for example, as they make airports, and with the childminder's help, design 'runways' and 'hangers'.

Children develop good hand and eye co-ordination as they enjoy banging in wooden pegs with a hammer, roll large balls to each other, and use small paint brushes. They enjoy showing adults their physical skills, for example, as they jump, skip, and negotiate the childminder's climbing frame. Children play outside everyday and extend their physical abilities through outings to soft play areas, and through using large equipment. Games such as 'What's the time Mr Wolf?', develop children's control of their movements. A good range of creative resources such as paint and glitter, capture children's imagination and sustain their interest in making their own designs. Some children enjoy describing their paintings, for example, they say 'a bird has swallowed the tadpole and it's growing inside it's tummy'. The

childminder regularly praises children's achievements. Consequently, they feel proud of their work and choose to return to activities and continue with their creations. They take part in cooking activities, make up their own songs, and dance around happily and pretend to be 'fairies'.

Children often play imaginatively, for example, as they crawl along the carpet and pretend to be 'snakes', and use dolls and shopping baskets as they pretend to 'go to the park'. Babies develop their senses through resources that are made easily accessible in a treasure basket, and children enjoy exploring the sounds created by musical instruments as they use shakers and coconut shells. Planned activities provide children with a wide range of experiences. The childminder has a very good knowledge of children's individual abilities, which she uses to promote all areas of learning. Consequently, children's capabilities are stretched, for example, in areas where they are more able, such as their knowledge of the sounds of letters. Observation and assessment records identify the next steps for children's learning. Opportunities for children to learn about road safety and good hygiene practice are good.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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