

Inspection report for early years provision

Unique reference number	EY409021
Inspection date	23/09/2010
Inspector	Catherine Greenwood
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 2010. She is registered to childmind from her mother's home, which is in Guildford, Surrey. The childminder's mother, stepfather and sister live within the premises. Local schools, shops and parks are within walking distance. Children have access to a playroom, sitting room, kitchen, downstairs cloakroom and one of the bedrooms on the first floor for sleeping purposes only. There is a fully enclosed secure garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The registration is for a maximum of six children under eight years at any one time, of whom three may be in the early years age group. There are currently three children on roll in the early years. The childminder's mother is also registered, and co-minds at the same address. The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's communication with children, her dedication to meeting their individual needs, and exceptionally positive and enthusiastic approach, are key strengths of the provision. The excellent team work that exists with the co-minder means that children are provided with a stimulating family group environment, are extremely well supervised at all times, and benefit from having two adults to meet their individual needs. In addition, the childminder and her co-minder have the same objectives for the provision, which means that children are provided with a unified approach. The childminder has a thoughtful and considerate attitude to all aspects of children's care and learning, which means their individual needs are well met. This is enhanced through effective self-evaluation processes, and daily communication with the co-minder and parents. Consequently, high standards are embedded across all areas of practice, particularly in relation to communication with children through the consistent use of signing.

What steps need to be taken to improve provision further?

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

- ensure assessment records include details of the next step for children's learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded due to the childminder's secure knowledge and understanding of child protection procedures. All adults working with children or living within the registered premises are suitable. The environment is exceptionally safe, due to comprehensive risk assessments, which include outings and the use of the childminder's mini-bus. All children are warmly welcomed and play a full part in the provision, because the childminder and her co-minder value and respect their individuality. Consequently, children are extremely happy and settled, and frequently laugh with enjoyment during their play. The childminder and her co-minder work together exceptionally well as a team and support each other with delivering a high standard of education and a varied and interesting range of activities. Comprehensive planning is used flexibly, and identifies clear learning objectives which are related to topics. Interaction and communication with children is exceptionally good. The childminder has a very good knowledge of the Early Years Foundation Stage curriculum, and makes excellent use of opportunities to extend children's learning through questioning and conversation, in all areas of play. Consequently, children make excellent progress towards the early learning goals.

The childminder develops her own knowledge through training, and since registration has attended courses, such as, 'How to help children to speak more clearly', 'Helping children with a language delay', and 'Autistic spectrum disorder'. A self-evaluation includes clear, accurate aims for improvement that will enhance the provision, for example, to provide parents with a weekly newsletter, as well as organised consultations about children's developmental progress. However, the childminder has not considered how children's assessment records can enhance the information shared with parents, for example, through identifying the next step for children's learning.

The childminding environment is extremely well organised and inviting, and the indoor and outdoor space is laid out to maximise play opportunities for children. They can choose to play inside or outside, which promotes their independence and ability to make their own decisions. An excellent range of interesting resources are set up each day and made easily accessible to the children. The childminder has a very good awareness of how the layout of the play areas supports children's learning, including the use of a large table and high chairs, that enable all children to be included in activities and mealtimes. Resources are continually increased according to children's individual needs. For example, the childminder has recently obtained collapsible cubes for children to crawl through, and a small slide. A wish list includes ideas for resources, such as a painting easel, and more ICT equipment. Use of sponge mats on the garden patio mean that children who are not yet mobile can experience outdoor play.

Partnership is excellent. Good communication with parents contributes significantly to the children's well-being within the provision. This can be seen in relation to how quickly new children settle, because detailed information about their individual needs is sought from parents and used to inform 'All about me' records. The

childminder liaises with speech and language therapists to identify activities to support children's development. Her communication with a children's centre, and local schools, mean that information about events and records of achievement can be shared with parents. The childminder supports parents, for example, by attending parents' information evenings before children start school, and through going to children's homes to help get them ready when parents have 'early starts'. Parents are given information about children's development and their individual progress through the use of a daily diary, and informal communication at the end of each day. Compliments records show that parents are extremely happy with the provision. For example, they say, 'The childminder is an invaluable part of our family set-up and she is recommended by us to anyone that may be lucky enough to have her in their life'.

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

Children are extremely happy and show a strong sense of belonging. This can be seen as they are given lots of hugs, reassurance and clear boundaries. They develop excellent relationships with the childminder, co-minder and their peers, and are extremely well behaved. They learn about the consequences of their actions and others' feelings, and are beginning to learn to share. Children are extremely familiar with reward systems, used to acknowledge their cooperation. For example, after helping to tidy up, children are encouraged to hand out stickers to others. The childminder is exceptionally observant and responsive of times when children need reassurance or feel shy, for example, when they are in situations that are unfamiliar. Children develop good personal independence, for example, as they choose activities and resources, and regularly find their drinking beakers. They are highly motivated within their play and are keen to make use of all the resources. This can be seen as they return to favourite activities such as the playdough.

Children's communication skills are fully enhanced, as throughout the day they are encouraged to use Makaton for signing. For example, all children learn to use the sign for 'hello' and some children are exceptionally familiar with using different signs. Children communicate and interact with each other and their participation in group activities is fully promoted. For example, as they all sit together for activities, and whilst singing songs such as, 'Old MacDonald had a farm'. Children show interest in listening to stories, and reference books are put near to associated resources, to capture children's interest. Children draw and make marks using a wide range of resources.

Children are encouraged to notice different directions, and identify colour and number as the childminder joins in their play, for example, when they are using the building bricks. They are provided with good opportunities to count forwards and backwards, and recognise number, for example, on outings to places such as a museum. Sequencing and discussions about what is going to happen next, help promote children's understanding in this area of development. Children learn about the features of living things and lifecycles, for example, as they play with plastic

bugs such as spiders, grasshoppers, and butterflies, and use a magnifying glass. They collect eggs from the childminder's chicken coop, and pull up carrots and other vegetables from her garden, and take them home to eat. Children learn how to handle animals gently, for example, as they stroke the childminder's chicken and one of the dogs. They enjoy building towers with wooden bricks, and laugh as they knock them down. Children have an excellent range of experiences through regular outings. For example, they visit soft play facilities, go blackberry picking and on dog walks, and go to the library, museums, toddler groups, play and learn sessions for childminders, parks, farms and zoos. Children are very inclusive of each other, for example, as they repeatedly play games such as hide and seek. Resources such as books, crutches, wheelchairs, and playpeople help to promote their understanding of differences. This is enhanced through activities such as trying different food and taking part in activities to celebrate other cultural events, such as Ramadan, Easter, and Christmas. Children learn about how things work as they operate response toys and have access to a range of programmable resources.

Children run freely in the childminders garden, and on local walks in woodland areas and parks. They develop their physical ability, as they climb and use slides. The childminder helps children develop skills, for example, as they learn how to use swings and a zip wire, which provide them with great enjoyment and challenge. Children have free access to the childminder's garden, where they choose resources such as wheeled toys, a see-saw, and stilts, from an extensive variety kept in an accessible shed. Photographs show children taking part in physical activities such as sack races.

Children develop their imagination as they decide to dress up, for example, as cats and fairies. Babies are included in these events as they are helped to access the clothes and are dressed as 'ballet dancers'. The childminder supports children with putting on the outfits, and encourages them to look in the mirror. The childminder uses play opportunities to introduce singing that enables children to use words and actions, for example, as they actively join in songs, such as, 'Incy wincy spider'. Children laugh with pleasure as they take part in physical action rhymes with the childminder, such as 'All the little ducks' and 'Row row row your boat'. She sits them on her lap and with the co-minder creates the movements which make children squeal with joy. Children develop their creativity as they paint, use playdough and glue, and role play resources such as a puppet theatre, doctor's set, and post office.

Children feel safe due to the accessible environment, and the support and reassurance they receive from the childminder. For example, as they talk about plans to visit new places. When children first start they are encouraged to do things independently and are given lots of praise and reassurance. They learn about their own safety as the childminder makes them aware of dangers. She ensures children learn about staying together, not talking to strangers, not running too far ahead in safe areas, and not to touch unknown animals without asking, when on outings. Discussions and activities about road safety include using zebra crossings, pressing buttons at traffic lights, and learning to look out for cars and cyclists. Children take part in regular fire evacuation practices and are beginning to learn about how to use different exits. Details are recorded, including the time taken to evacuate. The childminder consults with the fire service to ensure all fire

prevention requirements are met.

Children help themselves to easily accessible drinking water throughout the session. They wash their hands at appropriate times, and learn about the reason for doing so, through discussion and posters displayed in downstairs cloakroom. There are excellent systems in place for recording accident and medication details, and the childminder holds a current first aid certificate. She follows good hygiene procedures, for example, when changing nappies, which means that children are protected from the risk of cross infection. Individual nappy changing mats, separate bedding, and hand towels are used. Procedures to restrict the spread of infection are well known and adhered to, including informing parents, for example, when children have chicken pox. Fridge temperatures are checked and recorded each day, and a daily/weekly/monthly checklist is used for the cleaning of the premises, including the care of the co-minder's dogs, who have their own separate area. Children are provided with healthy and nutritious meals. All food is homecooked, and snacks regularly include fresh fruit. Children sit together at mealtimes and develop personal independence as they feed themselves.

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

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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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