

Inspection report for early years provision

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Inspection date	14/10/2010
Inspector	Denys Rasmussen
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 1994. He lives with his wife and adult daughter in Salford near Redhill, Surrey. The whole house is used for childminding and there is a fully enclosed garden for outside play. The family has three cats. The childminder drives to take and collect children from school. The childminder works with his wife who is also a registered childminder. When working alone he can care for a maximum of six children and when working with his wife they can care for a maximum of 10 children. Currently there are 10 children on roll, of which seven are in the early years age range. The childminder supports children with English as a second language. He is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for a maximum of two children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Highly effective organisation between the childminder and his co-childminder ensure children make excellent progress in their learning and development in relation to their starting points. This is as a result of the childminder recognising children's uniqueness and with sensitive observation provides a tailored learning environment to meet their individual needs. The childminder's excellent understanding of safeguarding children ensure they are able to eat, rest and play in safety and comfort with their protection assured. The childminder's considerable enthusiasm and rigorous self-evaluation ensures he has continually improved, reaching a high standard. This will be maintained because of the childminder's commitment to ongoing training and continual self reflection. Very positive relationships with the parents, children and other settings support the children's learning and development well. Children thoroughly enjoy their time with the childminder in the stimulating and secure environment. .

What steps need to be taken to improve provision further?

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

- develop snack choices to be more culturally diverse.

The effectiveness of leadership and management of the early years provision

The childminder gives high priority to children's safety. He has thoroughly risk assessed his home and all outings the children attend. Children are well protected because the childminder has attended safeguarding training to up-date his

knowledge and is well aware of his responsibility if he were to become concerned about a child's welfare. Children's care is significantly enhanced by exceptional organisation. The childminder has clear written policies and procedures which fully support his excellent childcare practice promoting children's health and safety.

Fire safety precautions are in place and the children practise fire drills which means they learn to evacuate the premises quickly and calmly. The risk of accidents outside the home is reduced because the childminder is conscientious about ensuring children are safe on outings. For example, he uses reins when young children are walking and makes sure they have appropriate seats and restraints in the car. The children also wear high visibility clothing to ensure they can be easily seen.

Children have access to resources and outings that promote a positive view of the wider world. For example, by acknowledging a variety of festivals and traditions and providing play resources that reflect positive images of gender, race, culture and disability. The childminder has a positive attitude to providing an inclusive environment and meets children's individual needs well. Parents appreciate having a male childminder in a nurturing role which has a positive impact on their children's view of men in society. The childminder values the parents and children's views when providing activities and outings which means they contribute to decision making about the service provided. Parents are very well informed about all aspects of their child's achievements, well-being and development. This is both verbal and written. Productive partnerships are fostered with other settings the children attend so that the childminder is able to provide complementary care and learning experiences. Parents comment that their children are loved and cared for in a friendly home environment by understanding and helpful childminders.

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

Children thrive as they enjoy an extensive range of activities and have regular opportunities for fresh air and exercise. The childminder enables the children to have fun because he knows them well, understands their needs and seeks their opinion about the activities that are offered. The children particularly enjoy participating in team games such as golf and football and the childminder encourages this by being enthusiastic and motivated to participate in the games with the children. Children's social skills are promoted when they are taken to regular groups to have the opportunity to meet other children and make friends. Children show high levels of independence, for example, when they wash the mat together after participating in a painting activity and when they make choices in their play.

The childminder works on the child's level and supports them in their play, exploiting opportunities to make them think. For example, children build a tower

with construction bricks working cooperatively; they are very proud of their creation and laugh heartily when it falls down, the childminder explains about the different shapes and asks them which ones might fit together better.

Assessment through high quality observations are rigorous and the information gained is used very effectively to guide planning. Children become engrossed in a wide range of purposeful activities that offer high levels of challenge appropriate to their age and stage of development. For example, they enjoyed painting their 'bats' and making 'snow' to create an arctic scene. The childminder extends activities to link to all areas of learning and follow the children's interests such as visiting the fire station when the children were involved in learning about people who help them. During a nature walk the children collected leaves and tried to identify them using nature cards; they fed bread to the swans and counted them. They used the leaves to make a collage and were encouraged to talk about what they had learnt.

Children learn about the importance of good hygiene practices through well established every day routines. They know; for example, they need to wash their hands after using the toilet and brush their teeth after meals. There are excellent records that are clear and accurate; for example, any administered medication, any allergies, children's food preferences, sleep periods and home routines. This ensures the childminder has information to ensure children's health needs are met. The children have access to drinking water at all times and are offered nutritious snacks to encourage healthy habits, although they are not always culturally diverse. the childminder is qualified in first aid, this ensures accidents are dealt with appropriately. The childminder has an effective sick child policy which informs parents when he will not care for their children, both for their own benefit and those of other minded children. This helps to prevent the spread of infection. The childminder works with his co-childminder and both their skills with children complement each other giving the children a high quality service which successfully creates an inclusive and highly stimulating environment where all children's welfare, learning and development is successfully supported.

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	2
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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met