

Inspection report for early years provision

Unique reference number	120760
Inspection date	18/10/2010
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.

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 and two children in Merrow, near Guildford in Surrey. Children have access to a playroom, sun room, kitchen and downstairs cloakroom. In addition children use two of the bedrooms on the first floor for sleeping purposes only. There is an enclosed secure garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of six children at any one time. She is currently caring for nine children in the early years age range, all of whom attend part time. The childminder occasionally works with an assistant who is a member of her family. There are five older children on roll, whom the childminder takes and collects from school. The childminder supports children with learning difficulties and/ or disability. The childminder is an accredited member of the Surrey West Childminding Network. The family have one cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The overall quality of the provision is outstanding. The childminders exceptionally driven, positive and motivated approach towards children's learning and development is a key strength of the provision. This can be seen in relation to the wealth of additional training she has completed since the last inspection, and her ability to make continuous improvements, which make the provision an exciting and stimulating learning environment. The childminder consistently puts children at the heart of everything she does, and uses her exemplary knowledge of the Early Years Foundation Stage to help them reach their full potential. Excellent partnership with parent's and the generally excellent partnerships with others means that children's individual needs are extremely well met.

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 the partnerships with other settings to complement the education and care children receive in other settings.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has an extremely secure knowledge of child protection procedures. She updates her knowledge by completing additional training such as 'What to do if (Safeguarding Children)

Update Workshop', and her enthusiasm for extending this knowledge is evident as she completes further on-line training. Comprehensive risks assessment records are in place and are regularly reviewed to ensure children's safety whilst in the childminder's care.

The childminders enthusiasm for making continuous improvements to the provision is outstanding. This is achieved through the use of a comprehensive self-evaluation record and consultation with parents, to ensure children's individual needs are fully met. Since the last inspection, the childminder has implemented numerous new initiatives. For example, she has introduced individual learning plans for each child, and a comment sheet which invites parents to contribute their views of their child's developmental progress. In addition, the childminder enters Sainsbury's kids voucher schemes, and successfully obtains resources such as cooking equipment, as well as fruit trees for children to plant. She embraces the leading role she has adopted within a local Sure Start childminding group, and provides inspiration and guidance for other childminders in relation to planning, links to areas of learning and the Early Years Foundation Stage.

The organisation and variety of play equipment is exceptional. The childminder adapts the environment according to the changing needs of the children, and makes resources easily accessible at all times in the playroom and garden. The environment is exceptionally welcoming and inviting to children, and extremely good use is made of wall displays, which include children's own work. Exceptional use of is made of photographs and descriptions of the stages of past activities, so that children have visual information that enables them to understand processes, for example, growing pumpkins for Halloween. The childminder successfully encourages children to let others join in their play, for example, when they are playing 'hospitals'. Children are fully included in all activities and events. They learn about other countries, their family origin, and cultural celebrations, and have access to an excellent range of resources and activities that enable them to learn about diversity.

Parents are provided with excellent information about their child's developmental progress. This information is supported through the addition of memory stick with a multitude of photographs for parents to take home on a regular basis. Parents wishes for their children's care and learning are fully respected and they speak extremely positively about the provision. For example they say ' the effort the childminder goes to for individual children always goes far over and above the call of duty. As a parent, this is a total godsend'. . Partnership with others is generally excellent. A 'home school link book' is used to record information about children's individual needs, which means they are provided with continuity of care. However, the close links established with local schools do not include the sharing of children's assessment records.

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

Children make excellent progress in their learning and development, and show exceptional self- confidence and independence as they make their own decisions and choices. They are exceptionally happy, well behaved and co-operative, and are familiar with what is expected. Children develop a positive sense of identity, for example, as they make draw members of their family which are displayed on individual family trees in the playroom. They form affectionate and caring relationships with other children, which can be seen as they kiss and hug babies, and spontaneously thank their friends as they help them lay the table for lunch. Children have an extremely enthusiastic approach, and persist and concentrate extremely well. Weekly outings to a toddler group enable children to interact within a large group, and use exciting and challenging indoor physical play resources.

Children show great enthusiasm for using books, for example, as they sit in an exceptionally well stocked 'library area' under the stairs, and use stamps and name cards to 'borrow' books, which they can also take home. The childminder encourages children to return the books within a week, and to put a penny in a money box when they are returned late, which is donated to a local charity. This enables children to understand the borrowing system. Children enjoy listening to stories, as the childminder sits with them and reads favourite books. Children have an excellent range of vocabulary and express themselves freely, for example as they tell others 'that's a beautiful top'. Children learn about colour and pattern, and what happens when you mix colour, for example, as they place elastic bands on tee shirts for tie dying. They have good opportunities to learn about currency, through using real foreign currency, which is part of the imaginary play resources. Children learn about number, for example, as they count the number of chairs they need to find to put round the table for lunchtime. They sort small coloured plastic teddies, and learn about shape and number within all activities.

Children benefit from weekly visits to a childminding group which is located within the premises of a home respite care facility, for children and young people with learning and physical disabilities. They ask questions related to what they see within this environment, for example, the special equipment, and through discussion with the childminder develop their understanding of the needs of others. Children learn how things grow, for example, as they plant pumpkins, carrots and broccoli in a designated vegetable patch in the childminders garden. They pick, cook and taste everything they grow. Children are taken on a wide range of outings, for example, to the local green to see a 'gruffly scarecrow', on train rides to the library, and to the village hall which the childminder hires for Christmas parties. They learn about the wider world, as they are taken on outings further afield, to place such as Hampton Court for a 'Henry the Eighth activity week', where they make masks, explore the maze, and tour the palace.

Children's knowledge of technology is promotes through opportunity to use resources such as an accessible compact disc player, and the childminder's computer. Children handle a range of real tools such as sprit levels, hammers, nails, and tape measures as they make creations from wood. They make moon

cakes and take them to a friends house to share, as part of the tradition attached to legends such as 'The Moon Festival'. A wonderful 'electronic' photograph album includes photographs of past activities, and includes recordings of children's interpretations of what they were doing. This enables them to talk about and remember favourite events. Children learn about their own identity and the origin of their family members through the use of maps and discussion. They have excellent opportunities to develop their physical skills during outings to a soft play area. Children show excellent co-ordination as they use a slide in the childminders garden, and develop their steering and manoeuvring ability as they use dolls buggies, and climb stairs in a wooden playhouse.

Children play together imaginatively. For example, they put on net hospital operating hats and use pretend doctors instruments, and take off their socks and tights to use as 'oven gloves' to put play dough into the play cooker. Children measure ingredients as they cook bread, and learn about how dough rises as they put it into the airing cupboard. they use a range of senses as they handle and stretch the dough, and smell and taste the bread. Children's sensory development is enhanced through planned activities, such as visits to garden centre to buy plants and herbs for planting. The childminder hangs items such as CD's from the fence, which toddlers use to discover their own reflections. They use soft toys and a puppet show in the garden, and show great enthusiasm as they collect other resources from inside a 'Winter themed' garden tent. Some children show an enthusiasm for drawing, and make excellent progress in this area of development, for example, as they repeatedly like to draw pictures of people. Assessment records show the childminder provides good opportunities for children to describe their creations, and labels their pictures, for example, of 'smiley birds'. Children sing, for example, whilst they are waiting for lunch, and know the words to nursery rhymes. They play a wide range of accessible musical instruments from other countries to create sound, and take part in organised group sessions at a childminding group, where they use ribbon and strips of material to dance and move to the music.

Children feel extremely safe and secure in the provision. This is because the childminder provides them with lots of reassurance and guidance, for example, when new children and babies start, she gives them lots of cuddles and allows them to separate from her gradually, in their own time. Children are given lots of attention and show they are happy to arrive at the childminders home, as they run down the drive. Their self-confidence is fully embraced and promoted, and their individual needs are well met at all times. Children are provided with an extremely well balanced and nutritious diet and all meals are homemade. Children cut up their own fruit at snack time and serve themselves from small dishes for other meals. Consequently, they eat well. The childminder follows very good hygiene practices to protect children from cross infection.

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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