

## Inspection report for early years provision

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<b>Unique reference number</b>	120617
<b>Inspection date</b>	14/02/2011
<b>Inspector</b>	Amanda May

<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.

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## **Description of the childminding**

The childminder has been registered since 1996. She lives with her family in a detached house near Guildford town centre. The property is close to local schools and amenities and there is a park nearby. The ground floor of the property is used for childminding with toilet and sleep facilities available in this area. There is a fully enclosed garden available for outside play and the family have a dog as a pet.

The childminder is a member of the National Childminding Association and is registered under the Early Years Register to care for a maximum of six children under eight, of whom no more than three may be in the early years age range. When working with assistants she may care for a maximum of 12 children under eight, of whom no more than nine may be in the early years age group. There are currently 23 children on roll who attend on a full or part time basis. The childminder is also registered to provide care under the compulsory and voluntary parts of the Childcare Register.

The childminder also holds a registration to provide childcare on domestic premises, although she can not act as a childminder and provide childcare on domestic premises at the same time.

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

Overall the quality of the provision is outstanding.

Children feel secure and fully included as they enjoy a range of imaginative and exciting activities which capture their interests and encourage their thirst for learning. The childminder works closely with assistants to ensure that they have a full awareness of each child, including a thorough understanding of their interests and stages of development. The childminder is ambitious and reflects accurately on the service she provides to families and uses feedback from parents and children alike to continue to make developments which have a positive impact on children. Highly effective partnerships with other settings and professionals are evident in the majority of cases, helping to promote consistency of care and support.

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

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

- enhancing the partnerships in place with some early years' settings to promote further continuity and coherence of care for individual children.

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

The childminder demonstrates a comprehensive awareness of safeguarding issues and is supported by her knowledgeable and capable assistants who are also fully aware of how to ensure children are protected from harm. Secure and robust recruitment procedures are in place for assistants and annual appraisals are carried out to monitor staff suitability and discuss training opportunities. The childminder carries out fire evacuation drills with the children to ensure that they are all fully aware of how they can take care of themselves in an emergency. In addition to this the childminder has developed an evacuation pack, which includes drinks, food, nappies and blankets to ensure that children's needs can be fully met in an emergency.

The childminder is committed to working in partnership with other settings and other agencies to support the children in her care. External partnerships are highly effective in the majority of cases, which ensure that professionals can work together to promote positive outcomes for the children.

The childminder works very hard to promote partnership working with parents, who are very happy with the care which the childminder provides. Parent feedback is sought to help evaluate the provision and future development is planned based upon their views. For example, the childminder has recently developed how she provides written feedback to parents to ensure they feel fully informed and involved in their child's day.

The childminder actively embraces diversity and uses this to help children develop an awareness of other cultures as well as being able to explore their own. For example, specific activities are planned to celebrate the Italian culture where children enjoy helping to make pizzas, make Italian flags and listen to Italian music. The childminder has a thorough understanding of each child and has close relationships with each family, ensuring she is fully able to recognise and meet individual children's needs and know how best to support them. The environment that children learn and play in is carefully planned to promote and stimulate children's interests and senses. The outdoors is an important aspect of the provision, which is actively enjoyed by children of all ages.

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

Children arrive in the morning and are greeted warmly by the childminder and her assistants who encourage them to talk about the exciting things they have done at the weekend. Children enjoy breakfast before quickly going off to explore a wide range of activities which have been purposefully planned and set-up to capture children's interests and appear inviting. The childminder demonstrates through discussion her in-depth understanding of the children who are in her care and has well developed plans in place to continue to support children as they learn and

develop. Children are making significant gains in their learning as a result.

Relationships are very secure at all levels and children eagerly approach the childminder for a hug when they arrive, demonstrating their feelings of total security. Children behave impeccably and the childminder ensures that children continue to remain enthralled in the activities on offer. Babies individual needs are exceptionally well met. For example, babies and very young toddlers stand transfixed as they mark-make in a tray of lentils, interested by the texture as well as the patterns they make. The childminder recognises this interest and knows when best to allow children to continue in their play and when to offer additional challenge and support where appropriate. Children show a strong sense of security and demonstrate an excellent understanding of how to behave in ways which keep themselves and others safe. The routines and experiences of babies are particularly well considered to ensure that their interests and feelings are fully included within all aspects of the provision.

Older children immensely enjoy the use of the outdoors, for example, as they visit the African garden at the top of the childminder's garden. Children dress up before finding maps and binoculars which they will need to use to help them find their magical place. Children jump into a small wooden boat before their magical journey begins. They enjoy taking responsibility for their play and excitedly hunt for different animals they can find in the African garden, before being able to make their own dens and camps with a range of materials. Children are developing excellent co-operational skills and work together to reach a common goal, helping one another find the different resources in the garden whilst enjoying the chance to be active in the fresh air.

Children also develop a full awareness of being healthy as they help to prepare a range of fruits for a snack, using utensils skilfully and carefully to ensure they keep themselves safe. Children's awareness of safety is further supported during role play as they confidently use the imaginary fire engine to drive to London to put out a fire. Children dress up in fire-fighter uniforms and use imaginary hoses to put out the fires, enjoying the chance to reflect on their experiences when fire-fighters previously came to visit the setting.

Children play a full and active role in their learning, have a desire to explore and are inquisitive learners. This ensures that they are fully equipped with the skills required for a successful future.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<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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