

Inspection report for early years provision

Unique reference number	EY280407
Inspection date	24/02/2011
Inspector	Hazel Farrant
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 2004. She lives with her three children in Knaphill, Woking, Surrey. Most of the ground floor of the property is used for childminding and there is an enclosed garden for outside play. Access to the property is at street level. The childminder is registered to care for a maximum of six children, three of which may be in the early year's age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, all of which are in the early years age range. The property is close to local schools, shops and other community amenities. The family have a dog, two bearded dragons and two guinea pigs as family pets. The childminder collects children from the local school and attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly skilled in meeting children's individual needs. Children are extremely happy and settled in the homely and child centred environment. She is highly motivated in her capacity to maintain continuous improvement. Overall, her comprehensive self evaluation, pinpoints areas to develop and enhances all aspects of the provision in order to promote the very best outcomes for children.

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 systems to further incorporate parent's comments into children's individual records to ensure they contribute to and are fully involved with their child's learning on a regular basis.

The effectiveness of leadership and management of the early years provision

The steps taken to safeguard children are exemplary. She attends regular training and reviews her knowledge and procedures to ensure she has up-to-date information to fully protect the children in her care. The childminder is knowledgeable about safeguarding procedures, first aid, emergency planning and risk assessment. Children know what to do in emergencies and how to behave safely in and out of the home, because risk assessments and regular discussion and rules enable them to remember how to stay safe. A comprehensive record provides detailed analysis of how children engage in being aware of keeping themselves safe. Through self-evaluation the childminder concludes that using a

'satellite navigational' device will further promote safety to children when using her car on outings. All contact details are carried and kept accessible, and constant contact with parents is maintained often using mobile phone text messages. The childminder is clear about who has parental responsibility for each child, and who are designated collectors and employs robust door security and visitor records.

The childminder forges warm, highly supportive, professional relationships with parents from the outset. She provides parents with policies and procedures so that they understand how she conducts her childcare business. A wealth of vibrant resources and art and craft displays inspire and delight both children and their parents. The childminder is extremely organised and has superb procedures to ensure excellent standards of hygiene. She works in close conjunction with other providers who care also for her early years children, such as keyworkers at the local pre-schools. Transitional information is also shared to ensure continuity of care for each child. The childminder provides individual care which is tailored to meet children's needs and enable them to make progress whilst being included. Each day parents receive information about their child's achievements, both verbally and by using a contact book. Photographs are taken of activities the children have taken part in and items children have made provide parents with wonderful examples of the fun their children have whilst with the childminder. This supports parents in continuing their child's learning at home. Parents' views are sought and the childminder values children's home lives, talking with them positively about family members and supporting family bonds.

Children's developmental records are regularly shared with parents. However, currently there is no method of formally recording any observations the parents may wish to add to their child's development records. Starting off points are discussed and recorded. A robust method of observation, assessment and check lists enable the childminder to clearly plot children's progress, resulting in excellent outcomes for children. Due to careful planning and regular observation of children the childminder can identify what support is needed and by whom. This ensures that all children make rapid progress.

The childminder has high aspirations and is passionate about continuing to make improvements. She has recently completed training in safeguarding, food hygiene and the Common Assessment Framework. The childminder is very keen to take part in her local authority quality assurance scheme to further promote her excellent understanding of the Early Years Foundation Stage. The childminder uses her own method of self-evaluation along with the Ofsted self-evaluation form to identify improvements and changes. For example, the childminder has identified an improvement to the children's individual planning sheets. Such as to record the outcome of the planning and what the child completes of the planned activity. There is evidence that this improvement has already been initiated.

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

The childminder has an excellent understanding of Early Years Foundation Stage and how children learn best. Using regular observations, she plans a stimulating range of practical and engaging activities. This encourages children to settle quickly and take a keen and active interest in their learning. The childminder has collated wonderful records of children's development records during the time they have been in her care. These are illustrated with numerous photographs of children taking part in activities and outings that stimulate children to be active learners. They also detail the progress they make towards the early learning goals and the cross checks in place ensure the child has successfully secured a stage of development before moving on to the next step. The childminder plans a rich, varied and imaginative range of activities and outings. For example, during half term week children visited a popular local zoo to view sea creatures and animals to further stimulate and engage children's interest in their current topic. This then leads to a variety of activities such as sponge painting to create their own sea creatures. Children decide that they want to further their own discovery and enjoyment by painting with their hands and fingers, creating lots of fun and enjoyment. They have excellent opportunities in learning how to keep themselves safe through taking part in emergency evacuations and taking part in road safety activities. Close and supportive relationships have been established as a younger child demonstrates, by snuggling into the childminder whilst sharing taking part in an art activity. Children learn about healthy eating during visits to the local 'pick your own' farm to see how fruit and vegetables grow and have the opportunity of choosing their own produce to bring home and taste. Cookery activities also provide children with excellent opportunities to learn about healthy choices and problem solving, as they weight out ingredients and follow simple instructions.

Children develop their strength and balance as they negotiate both large and small apparatus in the local parks and playgrounds. They have easy access to a wide range of quality and engaging resources. Children engage in imaginative role play whilst dressing up and using the small world resources. The childminder is extremely knowledgeable of how to include and support children with varying abilities, to ensure the environment is suitable and that they can take part fully. All children have regular access to drinks which are replenished as required, encouraging them in forming healthy habits for the future. The childminder supports the children extremely successfully in developing their confidence and self-esteem. She acknowledges their efforts with an abundance of praise and actively encourages them to take on responsibility and to become independent. As a result, the children's behaviour is exemplary. The children have valuable opportunities to learn about the wider world and their own community. For example, photographs show them taking part in Disability Awareness days, World Days, Christmas Child Appeal and Country themed days. Children also have the opportunity to use a wide range of interactive resources, such as cause and affect toys as well as computer games. They also learn how to care for their environment as they place recycle items into the correct containers and discuss the importance of using the local recycle banks.

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

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	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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