

Inspection report for early years provision

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Inspection date	08/03/2011
Inspector	Louise Bonney
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 1999. She lives with her husband and two school-aged children in Farncombe, near Godalming, Surrey. Children have access to the sitting/dining room and cloakroom on the ground floor. Sleep facilities are provided on the first floor. A fully enclosed garden provides an outside play space with a range of fixed equipment and outdoor toys. Pets include a dog.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has eight children on roll in the early years age group attending full and part-time, and four children in the older age group attending after school and during school holidays. She is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. The childminder provides care from Monday to Friday throughout the year.

The childminder is a member of the National Childminding Association and the Surrey Childminding Network. She holds an NVQ level 3 in Childcare and Education. She is an accredited childminder and is able to provide free early years education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder shows exceptional skill in promoting children's learning and development through the provision of imaginative and stimulating activities. She forms strong partnerships with parents and others who support the children, which overall provides good continuity in children's care and learning. She rigorously evaluates her provision and continually introduces new ideas as she develops her knowledge, showing an excellent capacity to improve. The childminder promotes children's health and safety extremely well and has a comprehensive understanding of safeguarding issues.

What steps need to be taken to improve provision further?

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

- how parents can contribute to children's progress records to further reflect on and celebrate their learning journeys.

The effectiveness of leadership and management of the early years provision

The childminder implements a comprehensive range of policies and procedures, which she regularly reviews and shares with parents. She has attended training to update her knowledge of safeguarding procedures and supports others to ensure they too follow the Local Safeguarding Children Board's procedures. The childminder maintains and shares children's records and documentation with parents, such as for existing injuries, accidents and medication. She is careful to ensure ratios are adhered to at all times and seeks variations to her conditions of registration when necessary so that she is able to provide continuity in children's care. She rigorously risk assesses the children's environment and is exceptionally good at promoting children's awareness of safety and health. This safeguards the children extremely well.

The childminder rigorously evaluates and continually develops her provision, showing ambition to provide exceptionally high outcomes for the children. She has a Level 3 qualification, is a network childminder and ready to register in order to provide free early education for three and four-year-olds. She attends many training workshops to further develop her knowledge, such as for working with other agencies supporting the children, planning for and assessing children's progress, and inclusion. She receives and implements recommendations made by her network co-ordinator and inspectors. She identifies and acts upon areas to develop, which have included organising a photographic and oral record of resources to help children select those not on display, which also allows different languages to be recorded. She has greatly developed her observational assessment and planning systems, which now systematically monitor children's progress and identify their next possible steps. She disseminates best practise and encourages other childminder's to continue their professional development by acting as a liaison childminder at the children's centre's play and learn sessions. This reflects an exceptional capacity to continually improve.

The childminder manages her resources extremely well. Children of all ages have free access to the garden, where there is an exceptional range of interesting equipment and resources, both natural and man-made. These stimulate high levels of exploratory play and curiosity in the children. The childminder allows children to use resources freely and fetches any they ask for, however unexpected, such as rolling pins from the play-dough box in order to flatten the sand. Resources promote sustainability as they are durable and include many recycled materials and ordinary household objects, such as guttering, sea shells, or a low washing line with clothes pegs. The childminder uses training she has attended to promote excellent outcomes for children, such as speech and language courses.

The childminder promotes equality and diversity exceptionally well. She ensures children's individual needs are recognised and met fully by seeking information from parents, including about their development, religion and home languages. She agrees activities with parents to ensure their beliefs are respected. Resources and activities reflect diversity generally as well as children's own backgrounds. She shares key words in children's home languages where this is not English. She has

previously provided care for older children with severe special educational needs and/or disabilities, which had a great impact on younger children as they learnt to value and appreciate similarities and differences between themselves and others and to take others' needs into account. The childminder identifies when children have delays in their development and liaises closely with parents to ensure these needs are assessed and supported. She has previously provided respite care for children, developing excellent working relationships with other agencies in order to support children's needs.

The childminder develops good partnerships with parents and others supporting the children. Parents receive clear information about her provision through written documentation and discussions. They learn about their children's progress through a daily diary which notes their activities and care and daily discussions at handover. The childminder shares children's achievement records, which include their next identified steps, with parents once a term. However, parents are not further involved in the ongoing observation and assessment process of their children's learning and development. The childminder seeks and quickly acts upon feedback she receives from parents, providing a responsive and flexible service. She shares leaflets and advice received during training, such as ways to praise children or to develop their language skills. She displays planning from the play and learn sessions at the children's centre for parents to share. Feedback from parents reflects their opinion of how excellent the childminder's provision is. The childminder works towards establishing a two-way flow of information with other settings the children attend, such as nurseries. She provides parents with a summary of children's achievements to share with teachers when they start school. She shares information about how to support children's identified needs and talks to children's key workers in nursery. However, the childminder identifies as an area for development the more consistent sharing of children's identified next steps between all those supporting the children, to further improve continuity in their learning.

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

Children make outstanding progress in their learning and development. The childminder has excellent understanding of the Early Years Foundation Stage learning and development requirements. She plans and provides a rich and stimulating range of activities and resources are varied and imaginative. She assesses children's development through her high quality observations and clearly identifies their next steps, progressively building on their prior learning and development. The childminder is very skilful in extending children's learning and understanding through her excellent support and sustained interaction, which makes children think and communicate very clearly.

Children show exceptional curiosity and joy in their activities. They are very keen to go outside to see if ice has formed in the water tray. The childminder reminds them of the safety issues around breaking ice by banging it, and they know not to bang it too hard in case it flies up. They are excited to see the plastic insects

frozen into the ice and think about how to get them out. With support from the childminder the children solve the problem and decide to pour warm water onto the ice to see what happens. Children predict what might happen and ask if the water is now warm as they observe the ice melt. The childminder prompts them to think carefully about whether it will be hot if she puts in her finger and not safe, which they find very funny as they reassure her. Children develop dexterity as they use tongs to lift out the insects. Toddlers show great excitement as the childminder pours the melting ice and insects into a larger container as children decide they need more space. They fish them out with a small net, developing hand to eye coordination. Children get out the sea shells and the childminder encourages them to describe how they feel and to take care of them as they create a sea shore in a large tray. They problem solve as they decide how to flatten the sand and ask for rolling pins, showing they are used to using resources imaginatively and having their ideas supported by the childminder. The childminder further extends this by offering them flat and patterned rolling pins, demonstrating how they make patterns in the sand. The childminder draws letters in the sand which children rake over, and they then want to draw letters in other children's names, demonstrating an interest in writing. The childminder is always prompting children to think clearly, asking open questions that require thoughtful answers. She models and explains new skills and children listen carefully, such as how to squeeze a rubber fish to fill it with water. She later she asks children to remind her how to do it, and they are able to instruct her clearly as they revisit prior learning. The childminder provides an excellent balance of adult led and child-initiated learning and children happily play independently. Toddlers persist as they develop control and climb into cars, and the childminder allows them plenty of time to try hard for themselves, only stepping in when they start to become frustrated. This gives them opportunities to achieve their goals in their own time.

Children show exceptional understanding of the importance of following good personal hygiene routines. They show excellent independence as they put away their belongings or dress themselves. They think about how their gloves became wet before when playing with the water and the need to keep them dry for later. Children know when they need to wash their hands. They listen carefully as they talk to the childminder about why they should wash them after taking off their shoes rather than before, so their hands are clean for eating their snack. The childminder talks to them about washing their fruit before eating it and they enjoy making their fruit kebabs, using knives safely as they prepare their fruit. The childminder supplements food brought from home when necessary to ensure children have healthy and nutritious meals. Children show a strong sense of security and belonging. They have excellent understanding of appropriate and safe behaviour. They tell the childminder if they have concerns about how resources are being used by younger children. The childminder teaches them how to command the dog and respond to its actions as they learn how to throw him a ball to fetch and drop. Toddlers show restraint as they lift a scoopful of water to their mouths and then remember not to. Children are confident and adventurous while jumping from the climbing frame and show they know how to land safely.

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	2

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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