

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	Anne Nicholson
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 1991. She lives with her husband and two adult children in a residential area close to Kingfield, Woking, Send and St John's in Surrey. She is located close to shops, parks, schools and public transport links. Mainly two ground floor rooms, large kitchen-dining area and lounge, and the downstairs bathroom are used for childminding, with the exception of a bedroom for children to sleep in. Children also have access to a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Year register, compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years.

The childminder collects children from the local nursery school and goes to several toddler groups regularly. The childminder is fluent in Italian.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's excellent knowledge of children's individual needs ensures that she effectively promotes all their welfare and learning requirements. Children are safe and secure and participate in extensive opportunities that develop their awareness of their local community and the wider world. Partnerships with the parents and local nursery are exemplary and are significant in making sure that all children's needs are identified and cohesively met. This means that children make excellent progress, given their age, ability and starting points. A comprehensive self-evaluation ensures that the childminder clearly identifies priorities for development and promptly acts on these to meet the needs of her provision and its users. This demonstrates an excellent capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- review the range of documentation in place recording observational assessments and overall progress in order to minimise the duplication of information

The effectiveness of leadership and management of the early years provision

Highly effective organisation of the childminder's practice ensures that children's welfare is safeguarded and the setting is safe and secure for them to play within. She has updated her Safeguarding Children training, effectively maintains all the required policies and completes detailed risk assessments to ensure children are safe in her care. Children's awareness of how to keep themselves safe is actively promoted. The childminder actively involves children in assessing the risks for themselves. She asks them why safety gates are in place whilst she is cooking, why they are on the stairs and about road safety when they go out. They hear clear and consistent instructions on how to use resources appropriately and how to keep themselves safe in the garden whilst running around and playing ball together.

Children are extremely relaxed and very at-home in the childminder's care demonstrating a strong bond with her and each other. They enjoy participating in an extensive range of activities that assist them in making excellent developmental progress in all areas of learning. Children can self-select from a wide variety of resources that are out or they choose from the 'toy albums' available. These hold photographs of all the available resources and the children can then select which ones they would like out of the cupboard to play with. Resources are effectively used to provide children with quality experiences covering all areas of learning. Children's individual 'Learning and Development Diaries' are comprehensively completed and include extensive observational assessments, photographs, progress reports and their next steps for learning. Examples of their creative work are kept in a separate folder and children enjoy talking about these and recalling the range of materials they used to make them.

Equality and diversity is positively promoted with children through the childminder regularly providing meaningful activities and resources that increase their understanding of difference and encourage questioning. The childminder promotes inclusion and sensitively and warmly enables all children to participate in activities, amending these to meet their individual developmental stage. Working in partnership with parents and other agencies is a key strength ensuring children receive cohesive, consistent support and continue to make excellent progress. Parental feedback reports they are very happy to leave their children and are extremely satisfied with the quality of information they receive. This means they are well informed about their children's day and supports them in providing activities that continual their developmental progress at home. Feedback from the local nursery shows how effective partnership and sharing of achievements supports them both in promoting children's developmental progress consistently.

The childminder has an excellent commitment to both her professional development and the continual improvement of her provision to improve outcomes for all. She regularly attends training to improve her practice. She continually updates the comprehensive self-evaluation and addresses any identified actions promptly to improve outcomes for both children and her. The childminder regularly uses questionnaires, daily diaries and discussions to gather parent's views and ensures these contribute to the continual improvement of her provision. There are

several comprehensive recording systems in place for showing children's achievements and progress and parents contribute to these regularly. The childminder is looking to review and consolidate these to decrease the amount of duplication and time she spends on recording in the evenings and her day off.

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

The childminder provides children with highly effective support that enables them to make excellent progress in their learning and development. She demonstrates a comprehensive understanding of all areas of learning and how to effectively cover these in activities to support children's ongoing progress. She uses every opportunity to build on children's interests and further develop their skills. Children participate in a range of activities that promote their creativity. They enjoy making 2D and 3D art work using glue and a range of different materials to decorate them. They confidently name the colours and shapes that they stick on and count how many pieces they have used. She sensitively supports children during their play, skilfully using questions to make children think and help them solve problems. Children enthusiastically play at restaurants in the garden, making the childminder a meal of spaghetti and basil; they are encouraged to share their food likes and dislikes. Children play running games and decide which animal they would like to be when they stop moving, children choose their animals and then show the childminder how these animals move and sound. The childminder extends these by asking about whether they like the land, sea or air and which country they come from. The childminder continually talks to the children to develop their language and communication skills and boost their confidence. Children happily talk to visitors once they feel at ease with them. They receive encouragement to identify letters and phonics. For instance, when collecting their coats from their labelled pegs, looking at books with the childminder or 'reading' the numerous labels inside and outside of the setting.

Children's relationships with their peers and the childminder are excellent. They take turns and share demonstrating positive behaviour and their emerging social skills. Their behaviour is exceptional and they talk to each other and the childminder politely, saying 'please' and 'thank you'. They are inquisitive learners, constantly asking questions and keen to try new activities and learn. They enjoy cuddling up to the childminder to read books and the childminder uses these occasions to encourage children to think about previous events that may be similar to the book contents. Children have exceptional opportunities to develop their understanding of the wider world. They enjoy exploring the local community, learning about the natural world and learning words in other languages. They participate in a varied range of opportunities that increase their awareness of other cultures and the natural world.

Children develop an awareness of good hygiene practices as they routinely wash their hands before eating and after play sessions and using the toilet. They receive supervision whilst using the step to reach the sink and happily put soap and water on their hands to clean the germs off. The use of a paper towels from a dispenser

ensure that there is no cross infection of germs. The childminder effectively protects them from illness and infection through ensuring that the play environment is a clean and free from hazards. She is registered with the local environmental health office and uses a heat probe on children's food to ensure it has been heated sufficiently to prevent food poisoning. They have healthy appetites and enjoy sitting down to a snack of crackers, grapes and apple. They develop their independence by selecting what they want from the main plate. Meal times are a social opportunity and the childminder uses these times to promote independent eating skills, good table manners and discuss their food likes and dislikes to extend their learning. The children talk about why they need their meal and how it gives them energy to play.

Comprehensive planning is flexibly applied to ensure that the activities, outings and resources cover all the different areas of learning. The Learning and development diaries show extensive written observations and clearly identify the next steps for children's learning. Strong links between the childminder, parents and the local nursery are in place and ensure that a cohesive approach is in place to promote children's developmental progress. This ensures that children's achievements away from the childminder are also acknowledged in their development folders. The use of daily diaries, discussion and the calendar of activities and opportunities planned ensures that parents are kept aware of what their children will be doing during the week.

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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