

Inspection report for early years provision

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Inspection date	18/03/2011
Inspector	Carol Willett
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 1994. He lives with his wife and one of his adult children in a semi-detached house in a residential area of Jacobswell, near Guildford, Surrey. Children have access to a playroom, living room and kitchen on the ground floor. The first floor bedrooms are used for sleeping purposes only. A fully enclosed secure garden is available for outside play. The local park, shops and schools are close by. The family have two cats and a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. He is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder co-minds with his wife and they are registered to jointly care for a maximum of eight children under eight years at any one time, of whom no more than six may be in the early years age range. There are currently 12 children on roll, 10 of the children are under eight years, with seven of the children in the early years age group. The childminder has a level 3 childminding qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children's welfare needs are very effectively met and they make excellent progress in their development as they play in a loving family environment. The childminder provides extremely high quality care as he is well qualified and experienced; he uses an effective self-evaluation process to ensure he continually develops his practice. A comprehensive range of policies and documentation promote inclusive practice and extremely positive partnerships with parents ensure an in-depth knowledge of children's individual needs. The childminder and his co-minder work extremely effectively as a team with well defined areas of responsibility.

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 children's development by updating records more frequently in order to maximise children's learning potential.

The effectiveness of leadership and management of the early years provision

Children stay safe as the childminder has an excellent understanding of safeguarding procedures and his role and responsibility to safeguard children should there be a concern. Children are closely supervised as the childminder is extremely attentive, security is excellent and all adults in his home have been vetted. Written policies are shared with parents so they are well informed. The childminder and his wife, who is his co-minder, work together extremely efficiently to provide high quality care for the children, with well defined roles and areas of responsibility. Thorough risk assessments and effective daily checking procedures ensure children play in a very safe environment. Children's understanding of personal safety is effectively developed as the childminder talks to them about road safety when out and about. They regularly practice fire evacuation so children are aware and confident in an emergency. Children's well-being is significantly enhanced by the childminder's commitment for continuous improvement. The childminder is dedicated to improving his knowledge and skills through ongoing training. He has a clear and achievable plan for self-evaluation which includes documented feedback from parents that is used effectively to identify training needs, build on strengths and develop areas for improvement.

The childminder actively promotes inclusive practice; all children are included in play and supported well in planned activities and in their own play. The childminder's home and the toys and resources are extremely well organised so children can independently select toys and initiate their own play and learning. There are highly effective systems of communication in place so that children's individual needs are consistently met as the childminder develops extremely friendly trusting relationships with parents. They are very positive about the quality of the childminding service and care their children receive. The childminder monitors children's progress towards the early learning goals, using observations and photographs so he can identify and plan for children's individual learning needs. However, sometimes assessment records are not always effectively updated to ensure there is a clear picture of children's progress to the early learning goals. Partnerships with other settings children attend are very well developed as the childminder is well known at local settings. Effective two-way exchanges of information ensure continuity is provided in children's care and education. All required written consents are in place from parents to ensure their wishes are acknowledged. The childminder has an extremely well organised comprehensive range of documentation and written information about his practice that meets all the requirements of registration. This is shared effectively with parents so they are well informed about the service he provides and the care the children receive.

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

Children are extremely confident and play happily as they receive high levels of attention and support from the childminder who is very enthusiastic and experienced in childcare. They settle quickly in the extremely well-maintained, comfortable, child-friendly environment which includes a dedicated playroom. Children's play and learning is supported exceptionally well as the childminder has excellent interactive skills using effective questioning techniques to extend children's learning. Children show good levels of sustained concentration, as the childminder helps them explore the toys in an adult supported activity at the table. They construct models with the bees and flowers and learn about shapes and colours. The childminder plays with children on their level as he sits on the floor with the children while they listen to favourite stories. They actively listen to stories about monsters joining in with enthusiasm to familiar words in the book. The childminder promotes inclusive practice very well as children have easy access to an extensive range of good quality, age appropriate toys. The children enjoy the wide range of books that include non-fiction books to develop positive awareness of diversity and knowledge of the world. The childminder is mindful of children's specific needs. He pays particular attention to children learning to speak when their home language is not English recognising the difficulty children have in understanding all the different words. Children enthusiastically initiate their own learning as they explore the many toys and join together in play as they ride round on the larger vehicles in the house with much laughter as they follow each other around. They love to dance and sing matching words and actions to favourite songs about scarecrows or use dance and music DVDs to develop awareness of healthy bodies and love of exercise. The childminder uses the requirements of the early learning goals in order to plan for children's next steps in learning. These are identified through regular recorded observations of children, with many photos to show evidence of their progress. Summary assessments of children's development are used effectively to ensure there are no gaps in learning.

Children show a strong sense of security and feel safe in the childminder's care. They form close trusting relationships with the childminder, his wife who is his co-minder and their daughter. Children show how safe they feel as the younger children freely explore the childminder's home. Older children come back from school and immediately seek hugs and cuddles squashing up to get close on the sofa. Children learn about personal safety on roads during outings in the local area and the childminder uses daily experiences and routines to increase their understanding of keeping themselves safe. For example, children are gently reminded not to climb on the table as they may fall and hurt themselves. Children's emotional well-being is very effectively promoted as the childminder has an extremely friendly calm manner and has extremely good behaviour management skills. He works very effectively with his wife so they deliver consistent practice. Children's behaviour is excellent as a consequence of the positive environment and good role modelling from adults. All children are treated with affection care and respect which reinforces children's sense of belonging.

Children develop an excellent understanding of how to lead a healthy lifestyle

through effective daily routines. They follow excellent personal self care routines, washing their hands at appropriate times and using a hand dryer to dry their hands. Children play in an extremely clean home environment as there are highly efficient cleaning routines and excellent nappy changing routines which minimises the risk of cross infection. Children develop a positive awareness of healthy eating as they have a well balanced nutritious hot meal every day, cooked from fresh ingredients which include vegetables such as marrow and cabbage and fresh fruit. Children's understanding of healthy food is further enhanced as they dig the earth and grow fruit and vegetables to eat, in the garden. Children's drinking cups are freely available so they can drink whenever they are thirsty. The childminder maintains a comprehensive range of information so he is well informed about children's health and dietary needs. Children have exciting opportunities to develop healthy bodies as they go out daily. The attractive well resourced garden provides children with an extensive range of opportunities to develop their skills and exercise their bodies. They go for walks and visit parks to explore the local community. Children make excellent progress in their development and are well prepared for future learning due to the extremely enthusiastic support they receive and the enabling environment where they can be active in their learning.

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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