

Inspection report for early years provision

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Inspection date	31/03/2011
Inspector	Catherine Greenwood
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 1996. She lives with her husband and one adult child in Guildford, Surrey. Children have access to most rooms on the ground floor with toilet and sleeping facilities also provided in this area. There is a fully enclosed rear garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Register to care for a maximum of six children under eight years at any one time. There are currently three children on roll in the early years age range. The childminder also offers care to children aged over five years to 11 years. The childminder is a member of the National Childminding Association and regularly attends local toddler groups. The provision operates from Monday to Friday for most of the year. The childminder has a pet budgerigar.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Key strength's of the provision are the childminders exceptional communication and interaction, which successfully inspires children's enthusiasm for learning. She makes excellent use of all opportunities to promote children's development in a fun, relaxed and encouraging way. A comprehensive self-evaluation shows the childminder's outstanding ability to reflect on the quality of the provision and make continuous improvement to outcomes for children. Exceptional parental involvement means that children's individual needs are extremely well met.

What steps need to be taken to improve provision further?

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

- share information about children's learning priorities with all other early year's provision children attend to promote continuity in their care and learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has an extremely secure understanding of child protection procedures. She updates her knowledge, by completing additional training such as a 'What to do if (Safeguarding Children) Update Workshop'. Comprehensive risks assessment records are used successfully in practice to reduce hazards and ensure children's safety. Since the last inspection, the childminder has attended several training courses, such as, mark making, rhythm matters, and an area conference about child development and

assessment. Consequently, ideas for new activities have been introduced, such as music and dance. Self evaluation processes provide an extremely accurate analysis of strength's and weaknesses' of the provision.

Recommendations made at the last inspection have been met. Careful planning and an exciting and stimulating range of activities and resources, successfully capture children's inclusion. Children are taken on regular visits to a toddler group within a respite centre, where they talk with the childminder about their observations of other children with disability. Consequently, their understanding of difference and diversity is promoted. The childminder provides children with an outstanding role model, particularly in relation to her positive attitude and approach to play and learning. This is a key resource of the provision. Children have access to a wealth of indoor and outdoor play equipment and show excellent self-confidence and independence, as they choose and use resources. For example, they take paper, drawing material's and scissor's from a low level trolley to make their own creations.

Parents are encouraged to share their views of the provision through the use of a comment/feedback sheet and regular opportunities to share outstanding records of children's progress. These include very positive comments about children's individual development, show that parent's are extremely happy with the provision and value the childminders approach to the care and education of their children. Partnership is good. The childminder attends cluster meetings with other providers and discusses practice issues with a childminding co-coordinator. A daily diary is used with the local pre-school, to share information about planned activities and children's individual progress in both settings. However, information about learning priorities is not shared with early year's provision delivered within school settings, to promote continuity in some children's care and learning.

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

An exceptional range of exciting activities successfully capture children's interest, stretch and challenge their individual abilities and keep them extremely well occupied. Children fully embrace the childminder's suggestions, for example, as together they search for plastic farm animal's hidden within orange jelly. The childminder gives children sufficient time to experiment with the resources, introduces idea's that extend every activity and enthusiastically celebrates children own ideas and achievements. She has a flexible approach to the way that children choose to use the resources and often laughs with them during their play.

A wealth of observations and photographs of children's progress are shared with parents. The childminder successfully links observations to practice guidance, identifies the next steps for children's individual learning and uses additional resources that give her inspiration for planned activities. Consequently, children make exceptional progress in their learning and development and successfully reach their full potential. Outings show children are provided with an excellent range of experiences that help them to develop an understanding of the wider world. Their enthusiasm for learning is exceptional. They concentrate and persist at all activities and are extremely confident and well behaved. Children form extremely good relationships with the childminder and openly show their affection

for her. They are exceptionally happy and settled and start playing as soon as they arrive at her home. They develop their social skills during regular visits to toddler groups and show independence as they happily separate from the childminder. Children develop an exceptional range of vocabulary and are keen to respond to questions and engage in conversation with the childminder. They show great interest in looking at books and have an excellent ability to recall and talk about elements of stories. Children make marks as they use drawing resources and notice the effects as they use small pieces of twig and blossom in sand trays. They develop their knowledge of size and colour, as the childminder encourages them to fit stacking cups together to form towers, and use descriptive language such as 'biggest' and 'smallest', and 'taller'. They delight in repeating these types of activities, which can be seen as the knock down the towers, re-build them, and devise their own questions to ask the childminder about size and colour.

Children have excellent opportunities to explore the local environment, for example, as they are taken on visits to a local Cathedral. They make loaves of bread and notice change as it rises. Children are encouraged to remember and talk about ladybirds they see in the childminder's garden. They learn about the features of living things as they choose seeds at a garden centre and plant and grow them in the childminder's green house and garden. Children develop a good understanding of difference and diversity. For example, they make patterns on pathways leading up to the childminder's front door and clay candle holder's to celebrate Diwali. Other celebrations include Christmas, where children take part in Christingle services and enjoy Easter, where they take part in egg hunts and make cakes.

Children show excellent hand and eye co-ordination. For example, they use sequins during creative activities', use scissors and thread beads. They extend their physical skills during regular opportunities to use large play equipment, for example, as they learn to balance on low level tree trunks during outings. They show great enthusiasm as they play imaginatively with role play resources and enjoy the childminder's involvement, for example, as they play 'teddy bear's picnics. Children handle a wide range of media and develop their senses, as they use fresh fruit and vegetables during printing activities, describe the smell of an onion, and make handprints using paint. Children's understanding of danger and how to stay safe is promoted through fire evacuation practices and discussions about road safety. They learn about good hygiene practice as they wash their hands at appropriate times. Children are provided with an extremely well balanced and healthy diet. They cut up fruit to eat at snack time and enjoy a wide variety of nutritious meals.

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	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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