

## Inspection report for early years provision

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<b>Unique reference number</b>	EY241339
<b>Inspection date</b>	18/03/2011
<b>Inspector</b>	Catherine Greenwood
<b>Type of setting</b>	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 2003. She lives with her two teenage children, in Guildford, Surrey. Children have access to all ground floor areas of the childminder's home and toilet facilities are situated on the first floor. There is a fully enclosed garden for outside play. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time. She is currently minding five children in the early years age range. The childminder also offers care to children aged over five years to 11 years, and walks and drives to local schools to take and collect children. She attends local childminding groups and is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The exceptional range of experiences and activities, combined with the childminder's excellent knowledge of children's progress are key strengths of the provision. Consequently, children's individual needs are extremely well met and they make outstanding progress in their learning and development. Self-evaluation shows the childminder has an excellent knowledge of the strengths and weaknesses of the provision. She is pro-active in introducing new initiatives that successfully improve outcomes for children and enhance partnership with parent's. Most aspects of good practice are identified and implemented.

## **What steps need to be taken to improve provision further?**

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

- improve the range of activities to promote children's understanding of disability.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is fully safeguarded because the childminder has an extremely good knowledge of child protection procedures. She has recently attended additional training, which has increased her awareness action to take if she has a concern about a child's welfare. Comprehensive records of risk assessment show the childminder's excellent understanding and ability to reduce potential risks to children's safety. These are regularly reviewed and updated.

The childminder gives careful consideration to all aspects of the provision. This can be seen in relation to new initiatives, such as, a website to share information with parent's. This enhances the existing systems the childminder uses to keep parent's well informed, particularly in relation to their children's progress. The childminder asks parent's to complete comprehensive questionnaire's, which she uses to reflect, evaluate and make changes to the provision. Questionnaire's include numerous positive comments, such as, 'its absolutely clear to us that your input has been a very important part of our child's development. Just more of the same please. I'm very proud of my happy, bright, achieving child'. Recommendations from the last inspection have been met. In addition, the childminder has completed a National Vocational Qualification level three in childcare, which has widened her knowledge of the different ways in which children play and how they choose to use resources.

An extremely good range of play equipment is made easily accessible to children in the playroom. The childminder uses her observations of children to provide resources and activities that relate to their individual interests. For example, a particular interest in 'knights and castles' has led to outings to a local castle and related dressing up clothes for them to use in their imaginative play. The childminder encourages children to play together and include other's within their games and provides activities and resources that promote their knowledge of diversity. However, activities that develop children's understanding of disability are limited. The childminder establishes excellent communication with local provision. She shares her observations of children's progress, including records of their individual learning and development, which are used to ensure similarity in learning priorities. In addition she uses the local pre-school planning to inform and compliment the planned activities within her own provision. Consequently, children receive continuity in their care and learning. All aspects of the provision are shared with parent's. The childminder invites parent's to approach her at any time, and make suggestions on how she can adapt and improve the care she provides for children.

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

Children make outstanding progress in their progress and development. The childminder uses observations of their play to set realistic goals that enable children to achieve and make progress at their own pace. She has a very flexible approach to routine events, and embraces children's enthusiasm for getting involved in activities' as soon as they arrive at her home. She shows interest in the choices that children make, knows when to join them in their play, and responds with enthusiasm when they succeed, for example, as they play games such as 'pairs'.

Children develop excellent self-help skills, for example, as they make their own sandwiches for lunch. They are very polite and well behaved, and remember to say please and thank you at appropriate times. The childminder praise children when they remember behaviour expectations. Children show enthusiasm and

independence as they choose favourite resource's such as 'snap', and their concentration and persistence is fully encouraged. The childminder's relaxed and encouraging approach fully promotes children's confidence and ability to express their thoughts and ideas. Consequently, children are confident communicators. They talk freely with the childminder and enter into two way conversation's, for example, as they talk about recent outings. Children show enthusiasm for drawing and writing their own name's. They are very proud of their achievement's and are keen to show the childminder and other children their creation's, for example, as they write their name's on the back of their work, with most letters correctly formed. Planning shows that children take part in activities that promote their knowledge of number, for example, as they measure and weigh each other and compare different size and height.

Children have good opportunities to learn about the wider world. For example, the childminder talks about the meaning of 'Red Nose Day' and some children remember how these event's can 'help to raise money for people in other countries such as Africa'. Children have an exceptional range of experience's as they are taken on a wide variety of outing's. They learn about the different season's as they enjoy numerous outdoor activities' at different times of the year. This learning is extended through planned activities', for example, where children make collages of trees during the four seasons. Photographs show that children are interested in using resources that develop their understanding of how things work, for example, during visits to a science centre where they operate equipment such as large scale piano's and splash about in water channels.

Children develop good hand and eye co-ordination, for example, as they learn to do tricks as part of circus day event's in a local school. They have good opportunities to develop their physical abilities, as they go on regular visits to a park, local gym and soft play facility. They use a range of large equipment and are encouraged to develop confidence in their own physical abilities. The childminder has a good knowledge of how to promote their self-confidence and ability to use more challenging resources. Children play imaginatively with a wide range of resources, and enjoy dressing up a firepeople, skeleton's, fairies' and pretending to be magician's and doctor's. Children use a wide range of media such as paint, glue and collage materials. They develop their creativity as they draw and take part in an excellent range of activities' such as cooking, for example, where they roll out pastry to make jam puffs. They make large scale collages with friends, such as a picture of 'Elmer the elephant', and use chalks on big pieces of paper in the childminder's garden.

Children develop an excellent understand about their own safety as they talk with the childminder and remember what is expected on outing's. For example, they say they have to 'stay in her sight' and to 'put on the yellow jackets'. Children form exceptionally close relationships with the childminder. She fully supports them within all aspects of their play, whilst providing them with opportunities to test their own capabilities within safe limits. This is evident in photograph's which show children independently using balancing equipment in Forestry commission facilities, and sitting happily inside a 'wobbly swing'. Children bring healthy packed lunches to the childminder's home. Mealtimes are a social occasion where children talk freely with other's and enjoy their food. The childminder encourages children to

eat well, as she offers Red Nose Day stickers to those that finish their meal's. Children's physical health is fully promoted through an exceptional range of indoor and outdoor play opportunities. Children are protected from the risk of cross infection as they follow good hygiene practice.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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