

Inspection report for early years provision

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Inspection date	13/07/2011
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 has been registered since 2010. She lives with her two children aged 12 and nine years old. They live in a house in Bramley, Guildford, Surrey. The property is close to local schools and amenities and there is a park nearby. The ground floor of the property is used for childminding with toilet facilities available on this floor and access to a play/sleep room on the first floor. There is a fully enclosed garden available for outside play and the family has a dog and two guinea pigs as pets. The childminder is a member of the National Childminding Association and attends the local childminding groups. The childminder is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight, of whom no more than three may be in the early years age range. There is currently one child in the early years age range on roll. The provision operates from Monday to Friday, for most of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder consistently puts children's individual needs first and promotes their learning through fun activities and play. Her ability to adapt her approach, so that children receive sufficient challenge, is exceptional. The childminder consistently reflects on the quality of the provision and introduces new initiatives that develop partnership with parents and improve outcomes for children. Most aspects of good practice are 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:

- improve the resources and opportunities for children to explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has an extremely secure knowledge of child protection procedures. Comprehensive risk assessment records are used effectively in practice to maintain children's safety, both within the childminder's home and on outings. The childminder's enthusiasm for making continuous improvement to the provision is outstanding. This is achieved through the use of a detailed self-evaluation record and consultation with parents, to

ensure children's individual needs are fully met. Since the last inspection, the childminder has implemented changes to the provision. For example, she has accessed a website for recording observations and assessments of children's progress, which has significantly improved her ability to use the early learning goals and help children reach their full potential. There are plans in place to improve the garden space available, make houses for wildlife and improve resources.

Children have access to a very good range of resources, which the childminder keeps in well organised storage boxes. Children are encouraged to choose their own resources and a selection is made available each day that fully promotes their interest in learning. The childminder creates resources related to children's interests, for example, 'superhero cards' and dedicates her time to promoting children's learning through her own consistent involvement in their play. An inclusion policy shows her commitment to working in partnership with parents to meet children's individual needs. Children's knowledge of diversity is promoted through opportunities to visit the childminder's friends, where they try food from other countries, such as, Thailand and Germany. The childminder researches cultural celebrations and plans to incorporate them into future activities. There are some resources that reflect positive images of difference, for example, books and a welcome poster in different languages. However, these are limited and restrict children's understanding and approach to diversity.

Where children receive education and care in more than one setting, the childminder shares relevant information about children's learning priorities, to ensure continuity and coherence. She is pro-active in seeking and sharing information with the local pre-school that children attend, for example, about aims for their development and plans for topics and activities. Regular communication with parents, means children's individual needs are extremely well met. The childminder makes suggestions about resources that children enjoy, for example, puzzles and role play, which has led to parents obtaining similar resources that extend children's learning. The childminder provides parents with focused activity plans, that include suggestions of activities that parents can do at home. A secure website is available for parents to access at any time, that includes details of children's progress and daily diaries, with space for them to contribute their own comments. This significantly contributes to continuity in children's care and learning.

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

The childminder embraces children's interests and has a flexible approach to planning, according to the choices they make. She creates short, medium and long term plans, on a website, which include activities that are linked to observations of children's play and development matters guidance. Consequently, children are provided with an exceptional range of experiences that challenge and stretch their existing abilities, particularly in relation to their communication and literacy development. Children show confidence as they take part in all activities and enjoy

the childminder's interaction. She is aware of the importance of providing opportunities for children to play with others and takes them to toddler groups, soft play facilities and to visit friends who have children. This promotes children's social interaction and extends the friendships they establish in other early years provision, for example, pre-school settings. Children use a wide range of vocabulary which they use appropriately to engage in sustained conversation with the childminder. She helps them to communicate their thoughts, ideas and feelings and asks questions that challenge their thinking. The childminder shows children examples of written language during their play, for example, 'vet' and 'overnight clinic' and provides explanations of the meanings of these words, which enables them to use more complex sentences and a widening range of words to express themselves and elaborate on ideas. Children show exceptional interest as they attempt to write their name, with most words correctly formed, for example, on pretend prescription pads.

Children learn about number, as together with the childminder they talk about the opening and closing times in a role play veterinary clinic. They recognise most numerals, for example, as they use counting programmes on the computer and look at a clock, whilst swimming with the childminder at a local pool. Children show a good ability to solve problems as they use construction resources to make a robot and say how many pieces they need to complete their aims. They show interest in using magnifying glasses and make discoveries about changes in size, for example, as they notice and talk about the effects. Gardening activities help children to learn about how things grow, as they plant sunflowers seeds and keep a diary with drawings and written information, which the childminder writes in their own words. They help to water the plants, watch them grow and measure them. Children have good opportunities to explore the environment through walks in woodland areas, where they find and collect things to make nests, and make treasure maps to find their way back to the childminder's home, where they find buried treasure in a sandpit, using a magnet. Children enjoy visiting a disused train track, where they collect natural objects to take home.

Children use large equipment, for example, during regular visits to local parks and outings to soft play facilities, where they jump into a ball pool and climb on soft blocks. The childminder has an excellent awareness of children's physical abilities and how to promote their confidence with using large resources, for example, by adapting and lowering a climbing frame in her garden, which they now enjoy using independently. Children enjoy colouring and show good control and co-ordination as they create their own designs, including pictures of people. The childminder makes good use of resources, such as, soft toy dogs, to add to children's enjoyment and imaginary play. Children develop their creativity as they play with sand, paint, and glue. They learn to identify hazards on outings and how to use resources sensibly. Their understanding of their own safety can be seen as whilst cutting out boxes, they say 'be careful, the scissors are sharp'. The childminder uses a visual evacuation plan to help children learn about what to do in the event of fire. Their knowledge of the procedures to follow is enhanced through self-chosen related activities, for example, as they make a fire engine from a box, dress up as a fire fighter and together with the childminder, visit the assembly point in a nearby park. Children's good health is promoted through outings to buy fresh fruit and salad, where they weigh the items and help the childminder prepare

them. This successfully encourages children to try different types of healthy food. Children learn about good hygiene practice as they look at pictures of hand washing procedures, displayed on the cloakroom door, which include explanations of why and when to wash your hands.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2
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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