

Inspection report for early years provision

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Inspection date 07/07/2010
Inspector Christine Clint

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 registered in 1996. She lives with her husband and two children who both attend school. The family house is situated in a residential area of Guildford in Surrey close to all local amenities. Children are cared for on the ground floor and have access to all areas including a dedicated playroom, they use the sitting room for quiet activities and there is a ground floor toilet. Children can use the first floor for sleeping, a travel cot is available. There is easy access to the small enclosed rear garden. The family have a dog.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children at any one time; of these no more than three may be in the early years age group and the childminder's husband is registered as an assistant. The childminder walks to schools and pre-schools to take and collect children, she regularly attends the local toddler group, a music group and childminder's group; a wide range of outings are also regularly included. The childminder is currently caring for six children who are all in the early years age range, two of the children attend full time school.

The childminder is a member of the National Childminding Association and of a local childminder support group. She holds a level 3 childminding qualification and is a support minder for Sure Start. She has also gained a recognised quality assurance award in childminding.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder shows a high level of understanding and knowledge of the Early Years Foundation Stage. She is successfully including all areas of the regulations to promote children's individual development and to fully ensure their welfare. She has completed a detailed and comprehensive evaluation of her practice and has introduced very effective methods to maintain continuous improvement. The childminder has a keen commitment to progressing her own development; she is confident and shows a strong professional attitude to all aspects of her role. She is dedicated to meeting the individual needs of children and their families.

What steps need to be taken to improve provision further?

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

- developing the links with parents and other carers to encourage them to regularly contribute to children's records of progress.

The effectiveness of leadership and management of the early years provision

The childminder has attended up-to-date training in safeguarding and has all current information available for parents. She is well informed of the procedures to be followed and she is fully aware of ensuring children's safety at all times. The family home is very secure and well organised for younger children's safety, there is ample clear floor space and a very high level of hygiene. The childminder has a comprehensive risk assessment which is regularly checked and dated, and this includes all areas of the home and the garden. There are also detailed risk assessments for outings and venues that children attend; the childminder has thoroughly risk assessed all the group venues and outdoor areas that are regularly attended. There is a fire plan and an organised evacuation procedure; the childminder sensibly includes fire drills when children are old enough to understand. Children's safety is promoted because the childminder ensures that all details of their attendance are fully recorded, she also records any visitors to the home. She provides full information for parents through the well written policies and procedures; there is also a compliments and complaints book available. There are clearly organised systems for administering medication, for accidents and emergencies; all required documentation to meet the regulations and to provide written permission from parents is in place.

The childminder shows a proactive attitude to continual learning and understanding of reflective practice. She has developed a comprehensive evaluation and has introduced many systems to ensure that her practice is updated regularly. For example, she keeps abreast of current information through meeting with the wider childcare agencies and by supporting and guiding newer childminders in the locality. She has developed close links with parents and families and has included daily diaries for sharing information. The diaries fully record children's routines, activities and progress, they are used to inform the wider levels of assessments and to share daily achievements with parents. Parents have opportunities to use the dairies, although they are not yet contributing to children's achievements or records of development. Parents have substantial opportunities to provide feedback to the childminder through well explained questionnaires, they show delight and exceptional satisfaction in all the experiences that the childminder offers their children. Parents do have opportunities to see children's individual records of development.

The childminder shows a clear understanding of the level of development of each toddler in her care and she introduces fresh activities to encourage their interest and involvement. She has included clearly noted 'next steps' for each child's development at the front of their record of assessment and she knows their level of ability and their preferences. The playroom has a wide selection of resources which children can easily access, the childminder encourages children to find items and to carry these to play with together or take outside. She provides water play and blows bubbles to add excitement, children can fully enjoy and experience getting wet in the hot weather.

The childminder has a fully inclusive attitude to providing childcare. She ensures

that her provision is accessible to everyone and she promotes children's settling and ongoing welfare through clearly planned systems for exchanging information from the start. This encourages parents and children to communicate and learn to understand and support each other's needs, especially where children are learning English as an additional language. The childminder fully understands children's gestures and facial expressions and learns to communicate in simple language, to promote and develop their vocabulary.

The childminder has close links with other childcare providers in the locality and she knows her responsibility to promote children's learning and development through these links when appropriate. She is an enthusiastic childminder and is very willing to share her knowledge and expertise with others, she shows highly skilled levels of organisation in managing her provision.

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

Children are happily playing alongside each other and copy each other's movements. They show they are very settled in the home and attached to the childminder. Children know the morning routines and confidently respond to the childminder and follow her suggestions. They move between areas on the ground floor very successfully and know where they have their nappies changed, where they sit for lunch and where they watch special television programmes or have quiet time. Children learn about putting on their shoes for outdoor play, they know they need their wet clothes changed and the childminder explains all this as she carries out the routines they need.

Children find different cars and trucks and practise sending these down the spiral track on the garage, they recognise different sizes and can say which is the biggest. They can identify concrete mixers and Thomas the tank engine. Toddlers are only just beginning to communicate with each other and they are copying movements and gestures. They confidently know how the keyboard works and how it is turned on and off.

Children show enthusiasm for the water play outside in the garden, they happily fill containers for some time and carry this to water the flowers when the childminder explains that the flowers are very dry. They are learning to position themselves on the wheeled toys and starting to gain confidence in manoeuvring. The childminder provides a consistent approach to children's play and routines, she continually communicates with them and engages them with simple questions to ensure their thinking is extended through enabling them to make small decisions.

Children sit together for meals and snacks, they show a keen interest in food and manage well. They eagerly eat prepared fruit and raisins and have frequent drinks. The childminder encourages them to talk about food, to learn new words and the names of food; they also take part in cooking and in this way, they learn what is healthy. Children are encouraged to be clean and wash or wipe their hands; the high levels of hygiene in the home help to promote this. Older toddlers learn to fetch the changing mat for the childminder and they are beginning to recognise and talk about toileting routines, this encourages their understanding when being

potty trained and the childminder soundly praises their efforts. Children have ample exercise and fresh air because the childminder offers play in the garden or takes children on outings to woods and parks, she includes regular physical activities at other venues and extends children's opportunities for development through many different experiences. Toddlers learn to walk and run, they learn to kick a ball and jump, they have blocks for building towers and they learn to balance and concentrate. Children delight in chasing the bubbles in the garden and they shriek and try to catch the bubbles which swirl in the breeze.

Younger children learn about safety because the childminder spends all her time with them. She recognises their vulnerability and she understands the need to continually assess risks and encourage children to understand. Children talk about 'stunts' on the wheeled toys and the childminder explains that stunts are usually watched and not practised. Children are learning that the boundaries are there to protect them from harm and the childminder explains this frequently and gently. She provides reassurance and affection especially when children tumble. Children's individual needs are recognised and shared with the other children to encourage them to be tolerant of each other and to understand when one child is becoming tired and needs to sleep. Small children show concern and compassion through physical contact, they are learning to communicate and remember words, they understand about taking turns and wait patiently for lunch because the childminder explains and reassures them all.

Children learn about animals in the childminder's home, they become very used to the dog and learn how to care for the guinea pig. They show interest in creatures in the garden and recognise bugs when these are buried in the play dough. They talk about rockets and learn to make noises to depict a rocket launch; they grow cress and explore seaweed, children use their own experiences to extend their small world play. They have opportunities to try to solve problems themselves and they are learning to fill and empty containers with sand. They are beginning to count in sequence and identify size and quantity. They have opportunities to make marks on paper and to start practising drawing; children show a real interest in looking at pictures and listening to stories.

Children are gaining a positive in-put to their development because the childminder is aware of her influence as a role model and she ensures children are valued and follow the childminder as a role model and she is aware of ensuring that children are influenced positively and gain confidence from her actions.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met