

## Inspection report for early years provision

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<b>Unique reference number</b>	EY251135
<b>Inspection date</b>	30/06/2009
<b>Inspector</b>	Hazel Stuart-Buddery

<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.

## **Description of the childminding**

The childminder has been registered since 2003 and lives with her husband in Frimley. All areas of the home are used for childminding. Play areas are provided on the ground floor and bedrooms on the first floor are used for sleeping children. A secure rear garden is available for outdoor play. The childminder has a pet cat, rabbit and guinea pig.

The childminder is registered to care for six children under eight, two of whom can be under one year of age. When the childminder works with an assistant or co-minder she may care for a maximum of 10 children. She currently has 12 children on roll, six of which are on the Early Years Register and all attend for a variety of sessions. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. Children are extremely happy and settled in the childminder's care. Their welfare, learning and development requirements are met exceptionally well owing to the dedication, commitment and enthusiasm of the childminder. Highly effective systems are in place that ensures children play safely and securely in a resourceful and stimulating environment. An outstanding self-evaluation clearly reflects on the childminder's practice and identifies strengths and areas of future development to improve the outcomes for children. She proactively works with parents and pre-schools to ensure inclusive practice is promoted.

## **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 observation assessments to ensure they are ongoing and used to inform planning for each child's continuing development.

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

The childminder shows a clear passion and commitment towards the children she cares for and has high expectations of herself. She is highly committed to improvements within her setting and attends a wide variety of courses that have a positive impact on the children. Since her last inspection she has addressed the recommendation made and completed the National Childminding Association (NCMA) Quality First assurance scheme. The childminder continually and comprehensively reflects on her practice and includes the views of parents and older children in her self-evaluation process, all of which are very positive. A wealth of good quality information is shared with parents via policies, written

procedures and a notice board. Parents are kept informed of their child's progress through regular meetings and comprehensive daily diaries. The childminder works with pre-schools to ensure the curriculum she provides complements what the pre-school offer. Transition records are provided when children start at pre-school to ensure their individual needs are met.

The childminder has systems in place to ensure children are safe and secure. All children wear high visibility jackets while on the school run and outings, and hold hands sensibly as they walk from the car into the house. All areas of the home and outings are fully risk assessed and hazards are identified and minimised. Children are reminded about fire safety and confidently explain what they need to do in case there is a fire. The childminder has a secure understanding of child protection and of the procedures to follow. She has a detailed comprehensive policy that outlines her responsibility and is shared fully with parents.

## **The quality and standards of the early years provision**

Children play in a clean and well maintained environment where good hygiene procedures help to prevent the spread of infection. Children are self-motivated and play with enthusiasm outside as they get lots of fresh air and engage in activities that develop all skill areas. Children enjoy the time they spend with the childminder and benefit from each other's company. They co-operate during play, when for example, they take turns and share resources. Children are extremely well behaved and listen carefully to safety instructions given to them by the childminder. The childminder has a comprehensive set of written policies and procedures that effectively underpin her practice and are shared fully with parents.

Children eagerly choose what to play with. They have free-flow access to a resourceful and stimulating garden along with free and safe access to a wide range of activities indoors that are stored in boxes and labelled with words and pictures, making them accessible to the younger children. Children thrive while they are in the childminder's care. They show confidence as they happily play with independence and confidently ask for help when they need it. Children are engaged in purposeful play and resources are available for all children to enjoy the same activity, for example, puzzles to suit children's age and stage of development. They continually develop their communication skills as the childminder constantly talks to them and encourages them to repeat words. Children explore the water and sand and work out for themselves how to make the sand and waterwheel work. They use their imagination as they play with dolls and take them for walks in the pushchair. Children learn effectively about the wider world and the community they live in as they regularly go to local events, such as childminder's picnics and enjoy external outings to the seaside and museums. The childminder interacts well with the children offering appropriate levels of help and support.

The childminder is highly motivated and has worked hard to ensure she has knowledge of the Early Years Foundation Stage (EYFS). As a result she is able to effectively support children's learning and development to enable them to make outstanding progress. The childminder knows the children well through discussions

with parents, children and observations made. She plans for each child's uniqueness and ensures activities are pitched appropriately to ensure they receive the right balance of support and challenge. Detailed written assessments and observations of children's interests help her to plan resources and activities effectively to ensure every child receives maximum enjoyment in all skill areas. However, structured, written observations on the children are not completed on a regular basis, which is an area that has been identified by the childminder for her further development. Comprehensive daily diaries and learning journeys are maintained for all children. These clearly show the progress children make in all areas of learning. Information recorded is supported with photographic evidence. Planning for each child takes into account their development and progress towards the early learning goals and the EYFS practice guidance is used to help identify what the child's next stage of development is.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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