

Inspection report for early years provision

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Inspection date	21/09/2009
Inspector	Heidi Abernethy
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and two children aged 14 and 12 years old. They live in a house in Camberley, Surrey. The whole of the home is registered although minding mostly takes place downstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and pre-schools and is within walking distance to local shops and parks. The family have three pet birds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and nurtured by the childminder who has a good knowledge of their individual needs and requirements. Children's needs are met because they are offered appropriate age and stage resources and activities suitable to their individual stages of development. She has established secure relationships with parents to ensure a collaborative approach for children's individual well-being and learning. The childminder has introduced systems to enable her to reflect upon her practice and identify future areas of development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings and trips
- continue to use assessment systems to ensure information obtained from observations is fully utilised to identify next steps across all areas of learning and continue to establish a two-way flow of information with other early years providers to ensure a collaborative approach is achieved with children's individual learning and development.

The effectiveness of leadership and management of the early years provision

Children benefit from a well organised environment both indoors and within the childminder's garden. The childminder has risk assessments in place for all areas of her home and for travelling in her car. However, although she informally risk assesses all outings she attends with the children these are not included within the

record. The childminder has a good knowledge about child protection procedures and has an up-to-date first aid certificate. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed.

Children are offered a wide selection of good quality resources both within the home and in the garden. The childminder has a photo book showing all resources she has on offer. This enables children to look at the pictures and ask for resources stored within the childminder's cupboard. The childminder rotates the resources regularly to ensure children have different things to explore and play with.

The childminder has successfully addressed recommendations set at her last inspection which feeds into the continuous improvement of her provision. She communicates with parents regularly to obtain their views about her provision and practice and works effectively with them to ensure consistency is achieved for the children. She keeps abreast of current legislation and government guidance to ensure she is continuing to meet requirements and also to improve the outcomes for the children and their families.

The childminder has a variety of resources to promote an awareness of diversity in society. For example, children enjoy matching the small world play people from different cultures to the different countries on the world map. They are all able to access the resources and have fun as they dress up in a range of outfits, such as Indian saris and police officer uniforms.

The childminder has established good relationships with the parents. They state in written letters that 'the childminder always checks with me that her approaches to my child's behaviour are consistent with my own... He eats lunch with the childminder and my child is always fed nutritious home-cooked meals. The childminder has always kept to my sleep routines for him with the consequence that I always collect a happy, well fed and properly rested child'. She communicates with parents verbally each day and additionally provides them with very detailed written information within a daily diary. The childminder cares for children attending other early years provisions and has developed communications with them. For example, about what the children have been doing and their general well-being. However, the childminder has not currently fully established these systems to ensure a regular two-way flow of information is shared about the children's individual learning and development.

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

The children are happy and content within the childminder's environment. The childminder recognises their individual needs well and continually reviews the children's individual routines with parents to ensure she continues to meet their needs. Babies settle well when the childminder puts them in a cot for their sleep and smile happily at the childminder when they awake.

The childminder has developed assessment systems and uses photographic evidence alongside the observations she conducts. The observations provide information about what the children have achieved. However, the childminder is not currently utilising this information to fully identify and plan next steps for the children across all the areas of learning.

The childminder does know the children well and this enables her to extend their learning incidentally as they play. The childminder sits with the baby showing them a soft play book and gently buzzes the soft play interactive bee around the child. The baby smiles and explores the soft textured book with his hands. Children attending after school are provided with appropriate age and stage related activities, such as learning to identify letter sounds and words and link the words to visual objects and colours.

Babies are supported with low level furniture which enables them to pull themselves up and cruise along. This ensures they have opportunities to develop new skills and strengthen the muscles they require for walking. Older children learn about the importance of road safety as they practise this on walks to and from school and on outings. This ensures they are developing a good awareness of looking after their own safety independently.

Babies explore the environment using their senses as they put toys into their mouths and bang them together in their hands. They become mesmerized as the childminder picks them up and they see themselves and the childminder in the reflection of the mirror. Older children learn about their external environment through regular outings, such as trips to the local airfields to watch the various aeroplanes. They have fun at the shops with the childminder where they choose and weigh food and pay for what they have chosen at the till. Children are involved with the whole process as they shell the peas from their peapods they have chosen and have them as part of their meal.

Children develop a good understanding about the importance of good hygiene, such as hand washing. Older children are supported with visual signs in the bathroom showing the steps to washing their hands. Babies sit in the highchair and hold their hands out ready to be wiped by the childminder prior to their lunch. All children are provided with healthy, home-made meals, such as fish pie and vegetables. The childminder is vigilant about the children's health and safety and ensures she is fully informed about any dietary or allergy requirements.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the written safeguarding policy includes procedures to be followed should an allegation be made against the childminder or a family member 05/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part 05/10/2009