

Inspection report for early years provision

Unique reference number	EY317571
Inspection date	20/10/2009
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 was registered in 2005. She lives with her husband and their three children aged five years, three years and one year, in a detached house in Lightwater, Surrey. There is a purpose built playroom and a kitchen/dining/snug area used for childminding, with sleeping facilities available on the first floor. A fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time on the Early Years register and both the voluntary and compulsory parts of the Childcare Register. There is one child within the early years age range. The childminder is also registered to provide overnight care for one child aged from one year to under the age of eight years. The childminder walks or drives to local schools and nurseries to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. The childminder has a clear vision of how gaps in children's development can be improved, such as their personal, social and emotional skills. She gives top priority to achieving these aims, through establishing effective partnerships with parents and other providers delivering the Early Years Foundation Stage. The childminder has started to identify aspects of the provision she would like to improve further, through the use of a written self-evaluation. However, she has not identified some weaknesses in relation to record keeping.

What steps need to be taken to improve provision further?

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

- make better use of children's individual interests to ensure their inclusion
- ensure the risk assessment states when it was carried out, by whom, and the date of review and any action taken following a review or incident
- keep a record of significant incidents of children's behaviour

The effectiveness of leadership and management of the early years provision

The environment is welcoming, and supports children's independence within their play, due to the good range of accessible resources within the well organised playroom. The childminder is observant of the choices that children make, and makes good use of routines and incidental opportunities to support their learning. For example, when children show interest in looking at a compass attached to the dressing up clothes, she takes time to explain how it can be used. The childminder strives to provide a service that is inclusive for children and their families. For the

most part, she is successful in planning activities that bring children together, such as outings to arboretums, and aquariums, and helping them dress up, as they pretend to be fairies and dogs. However, some planned activities do not always capture children's interest and inclusion. The childminder completes risk assessments both inside and outside her home, which identify health and safety hazards, such as those related to farm visits. Children's welfare is fully safeguarded due to the childminder's knowledge and understanding of child protection procedures.

Parents are well informed about the service the childminder provides. For example, they receive copies of comprehensive written policies and procedures, and discuss their child's well-being informally. The childminder values the role of parent's and encourages them to share what they know about their child, in order to meet children's individual needs. She meets with teachers within the local school to discuss individual children. All actions and recommendations from the last inspection have been met, with the exception of some aspects of the risk assessment, such as the dates of completion and review. The childminder is motivated to improve her childminding service through self-evaluation and can clearly identify some aims for improvement, such as the current re-furbishment of the garden, to enhance children's physical development. Documentation is well organised, although significant incidents of children's behaviour have not been recorded.

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

Children make good progress in relation to their starting points, particularly in their physical development. They show very good control and co-ordination as they use bikes, climb trees, and ride scooters. Under the childminders close supervision, children use equipment in ways that stretch and challenge them. For example, they jump over tyres, and kick balls around cones in the childminder's garden. The childminder channels children's energy and provides opportunities for them to 'let off steam', and run freely, after she collects them from school, by walking through a local park.

Children have their learning at school reinforced through activities the childminder provides at home. For example, topics such as 'understanding your body', where children draw round themselves on large pieces of paper, select and name pictures of organs such as the heart and lungs, and try and place them in the correct position. Children like to play with resources such as cars, and join in with activities such as face painting, and drawing on the garden patio. Dressing up, playing with musical instruments, dancing cooking, painting, and model making activities help develop children's creativity.

Children are very self motivated, independent and capable, and play without encouragement or help. The childminder helps them share the resources, and learn how to form positive relationships with each other. She helps children understand the behaviour boundaries that exist within her home, by consistently giving clear explanations, and helping them understand the consequences of their

own behaviour. Children are praised when they remember what is expected, for example, to sit down when playing a recorder, so that younger children don't copy them and put their safety at risk. Children frequently attempt to join in other's play.

Children are given time to engage in free play, and show good independence as they choose play equipment, such as the dressing up clothes, which they use with enthusiasm. Photographs show children exploring the environment and learning about the features of living things. For example, as they look at toadstools and fir cones, and run through heather during visits to local country parks. Children are beginning to learn about other cultures and beliefs through planned activities and discussions that celebrate festivals, such as Diwali. They learn about the needs of others as they play with children with special educational needs who visit the childminder, and learn how to interact and communicate through 'signing' with disabled children at toddler groups. There are some resources that reflect positive images, such as books, although these do include a wide range.

Children learn about their own safety through discussions about road safety, the rules of the house and why they exist, and in relation to their own physical capabilities. Children's safety is enhanced through the use of fluorescent scarves and sweatshirts with the childminder's contact number on the back. They are given clear instruction when walking to school to help them understand the dangers, and the importance of staying close to the childminder in busy areas. Children are provided with healthy snacks and meals. The childminder encourages children to try unfamiliar food as well as providing meals they like. Consequently, they have a well balanced and nutritious diet. The childminder holds a current first aid certificate. She gives parents a comprehensive written sick child policy which includes detailed information on infectious diseases, which reduces the risk of cross infection if a child is unwell. Detailed assessment information from settings that children have previously attended are available. The childminder records her observations and assessments of each child's progress.

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	3
The effectiveness of safeguarding	3
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	3
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:	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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