

Inspection report for early years provision

Unique reference number	EY289760
Inspection date	20/10/2009
Inspector	Jacqui Lloyd
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 2004. She lives with her husband and their two pre-school and school aged children in a residential area of Hookwood, near Horley, Surrey. The home is within walking distance of the local shops, pre-school and park.

The whole of the ground floor of the property is used for childminding. This consists of a play room, living room, dining room and ground floor bathroom. Sleeping facilities are provided on the ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children, of whom no more than two may be in the early years age range at any one time. There are currently four children on roll, and of these, two are in the early years age range.

The childminder holds a National Nursery Examination Board (NNEB) qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is a knowledgeable and experienced practitioner who has a thorough understanding of children's individual needs and supports them well. Children enjoy a good balance of child-led play and adult-led activities both inside the home and in the outdoor learning environment.

The childminder is keen to make ongoing improvements and has begun to use self-evaluation to help identify strengths and areas for improvement. This has enabled her to recognise that assessment arrangements are not yet fully developed. Children have access to a wide range of fun and interesting play materials, which are well organised and easily accessible, enabling them to make independent choices about what to play with and lead their own play.

What steps need to be taken to improve provision further?

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

- undertake regular and ongoing observation and assessment of the children's learning and development, including evaluation of activities and make full use of this to help inform planning for children's individual learning needs
- continue to develop procedures for undertaking regular and ongoing self-evaluation to help identify strengths and areas for further improvement

The effectiveness of leadership and management of the early years provision

The childminder fully understands her responsibilities in relation to the protection of children. She is familiar with the signs and symptoms of abuse and understands the local safeguarding procedures. She also ensures that adult members of the household undertake relevant suitability checks.

The childminder supports the children very well as she is very involved in their play and learning. She skilfully extends learning by challenging children, asking questions and encouraging their thinking. She also intuitively knows when to withdraw and give children space and time to explore their own ideas. As a result children are making good progress in all areas.

The childminder undertakes some evaluation of her practice and has begun to involve parents in this process by seeking feedback from them. She has a realistic view of her provision and is committed to developing her practice further.

The childminder fully understands the importance of partnership working and not only works closely with parents, but has also developed good links with other settings the children attend. She regularly shares information regarding the children's progress, which helps to ensure children's individual needs are recognised and understood.

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

Children have a thoroughly enjoyable and stimulating time in the childminder's care. They play in a very well equipped room that is very child-centred and well organised. This helps children to feel welcome and enables them to make independent choices from the easily accessible toys and resources. As a result, children are very motivated to play and learn and are constantly engaged in a fun and interesting range of activities. Children concentrate for significant periods of time on their chosen activities and benefit from being encouraged and enabled to lead their play. Children particularly enjoy role play, which is supported well by the childminder. For example, whilst playing with the children's ironing board and iron, the childminder offers the children 'real' items to iron such as tea towels and aprons, which really brings the game to life for the children. The childminder is constantly talking to the children and asking them questions which helps to extend their thinking and supports their language development.

Children are very confident in the childminder's care and developing great independence in many areas. For example, young children enjoy helping to prepare their mid-morning snack and before playing outside they instinctively collect the towel that is positioned on a low-level hook and take this to wipe clean the slide, play equipment and climbing frame. There are effective procedures in place to help children learn how to keep themselves safe and develop an awareness of danger. For example, children are encouraged to regularly practise

the emergency evacuation and learn about road safety whilst on outings.

There are many opportunities for the children to adopt a healthy lifestyle as they enjoy healthy and nutritious snacks and regular drinks. They also have daily opportunities to play in a very well equipped outdoor play area, benefiting from vigorous physical exercise and fresh air. Children clearly understand the need to wash their hands as they explain the reason why they must use soap and water to remove dirt and germs.

Children are very happy and settled with the childminder and enjoy very close and positive relationships with her and with their peers.

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	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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:	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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