

## Inspection report for early years provision

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<b>Unique reference number</b>	120371
<b>Inspection date</b>	18/12/2009
<b>Inspector</b>	Catherine Greenwood
<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.

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 1996. She lives with her four children, aged 15, 12, eight, and two years in a semi-detached house in Addlestone, Surrey. The shops, school, park and nursery are within walking distance. Childminding is restricted to the ground floor and children make full use of the playroom and garden. A rear garden is available for outdoor 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 two may be in the early years age range. She is currently minding two children in this age group. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The family has one cat. The childminder attends a local toddler group on a regular basis with minded children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder dedicates her time to joining in children's play and helping them to learn. She gives top priority to meeting children's individual needs, and ensuring they are happy and settled. The enjoyment the childminder gets from her role can be seen in the very positive way she communicates with the children. Self-evaluation shows the childminder is beginning to reflect on the service she provides, and recognises the value of continuous improvement. However, she has not yet clearly identified how all areas of her practice can impact on children's achievement, such as her knowledge and use of the early learning goals within the Early Years Foundation Stage.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain emergency contact details of parents and carers, and ensure records of risk assessment include details of the person who completed the assessment and the date of review (Documentation).
- 25/01/2010

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

- ensure parents are fully included in self-evaluation processes
- improve knowledge of the early learning goals to inform observations and enhance and promote children's learning in all areas
- promote equality of opportunity and anti-discriminatory practice, for example,

through a range of activities that develop children's knowledge and understanding of diversity.

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

Children's welfare is fully safeguarded due to the childminder's good understanding of child protection procedures and safety issues. They are very well supervised at all times, and comprehensive risk assessments are completed for all areas of the premises and outings. However, records do not include review dates and details of who completed the assessments. A good range of resources are available to the children in well organised, low level units. Consequently, they show good independence as they help themselves to play equipment, such as trains and enjoy setting up the track. Resources that reflect positive images, such as dolls and books, are made easily accessible, and children learn about disability, through watching television programmes such as 'something special'. However, their understanding of diversity is not fully promoted through planned activities. This is due to the childminder's limited knowledge of some areas of the early learning goals, within the Early Years Foundation Stage.

Good communication with parents enables them to feel confident in leaving their children with the childminder. This is evident in relation to the welcoming and relaxed approach that exists between the childminder and parents, and the children's happiness as they wave goodbye to their parents at the front door. Parents' comments about the care of their children are very positive, for example, they say the childminder is 'very caring and well organised, and they are kept well informed'.

Although the childminder does not currently care for any children who also attend another early years provider, she is aware of the importance of sharing information with them, should a minded child attend another early years provision. A good range of written policies and procedures means parents are given good information about the service, although they are not asked to share their views as part of the childminder's self-evaluation process. In addition, some necessary documentation has not been recorded.

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

Children make good progress in their learning and development, particularly in relation to their self-confidence, range of vocabulary and ability to communicate. The childminder has a good knowledge of children's capabilities, by finding out about their achievements at home, and extending this learning through asking lots of open-ended questions. Children have good opportunities to play freely as well as take part in adult-led activities. The childminder suggests and sets up activities and resources that children enjoy. For example, she uses laminated cards to help children name pictures of animals. Children choose to watch television during part of the day, and move freely between different areas of the childminder's home.

Children show great enthusiasm for joining in activities, and concentrate well, for example, as they make Christmas decorations. They get on well with each other, and talk with the childminder about features of resources, for example, as they notice and say that the faces on stickle bricks are 'happy' and 'sad'. Children have good opportunities to interact with other children, and develop their social skills, during frequent visits to toddler groups, and a local Sure Start Centre. They are very well mannered, and know when to say 'please' and 'thank you'.

Children make very good progress in their speech and language development, because they have good opportunities to listen to stories, and enter into conversation with the childminder, who shows interest in what they say and do. During relaxed conversations, she asks questions that encourage children to think and remember past events, and consequently, they are keen to share information, for example, that 'they went to see their granny the day before'. Children interact and talk with each other, and share their observations during their play. They show great enthusiasm for drawing and making marks, as they use crayons and paper the childminder makes easily accessible. They learn about number through using homemade matching games, count the stairs as they go up them, and recognise colour as they talk about traffic lights, and safety on outings.

Children show a good understanding of nature and animals, as they remember and talk about the birds they see in the childminder's garden. They have a good range of experiences, as they are taken on outings to toddler groups, farms, the shops and park, and to local fields where they can see horses and ducks. Children are encouraged to take part in physical activities, for example, through regular visits to soft play areas, and are beginning to develop confidence with using age-appropriate equipment, such as a climbing frame in the childminder's garden. More able children enjoy using a trampoline, and all children enjoy creating physically competitive games, such as, who can run the fastest up and down the childminder's garden with wheeled toys.

Children develop their creativity through using media such as playdough, glue and paint. They use their imagination as they dress up as pirates, and use pretend lawnmowers when playing outside. They are well behaved and cooperative, and understand what is expected, for example, when they become overexcited, the childminder intervenes, ensures they know what is expected and encourages them to re-focus within their play. The childminder often praises children for their individual achievements. Children feel safe and secure due to the close relationships they form with the childminder, and her ability to meet their individual needs. They are provided with healthy meals and snacks, and are protected from the risk of cross infection as they are encouraged to follow good hygiene practice.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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