

## Inspection report for early years provision

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<b>Unique reference number</b>	121215
<b>Inspection date</b>	19/10/2009
<b>Inspector</b>	Louise Bonney
<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 registered in 1994 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Ash, Aldershot with her husband and two children. The downstairs area of the premises is used for childminding and there is a fully enclosed garden for outdoor play. The home is in close proximity to a local nursery, primary and secondary schools, and to Ash train station.

The childminder has six children on roll. Of these, four children are in the early years age group. The childminder is registered to provide care for three children within the early years age range, temporarily increased to four, and up to six older children under the compulsory part of the Childcare Register. A maximum of six children may attend at any one time. The childminder provides care from Monday to Friday throughout the year. The childminder attends local drop in groups for children on a regular basis and walks to the local schools and shops. The family has cats.

The childminder 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 evaluates her provision, attends updating training and continually makes improvements to her provision, which benefits the children. She organises a wide range of activities that support children's learning and development and they make good progress towards the early learning goals. Parents show high levels of satisfaction with her service and she develops good partnerships with them and others, such as preschools, which helps provide continuity for children's care and development.

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

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

- use records of children's progress to clearly identify possible lines for children's future development and to support planning and review of activities
- update the record of risk assessment to include any assessments of risks for outings and trips
- develop further the regular two-way flow of information with other providers, such as preschools, to share the children's development and learning records.

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

The childminder attends training to ensure her policies and procedures reflect the Local Safeguarding Children Board's guidance. She shares her written policies and procedures with parents, which ensures they are aware of her responsibilities. This safeguards the children. The childminder thoroughly risk assesses the premises and ensures all hazards are made safe, and reviews these records regularly. She introduces routines that reduce hazards when she takes the children out, but does not include outings and trips in her record of risk assessment to support their regular review.

The childminder develops her provision continually. She acts upon recommendations made at previous inspections, and has improved safety by replacing low glass with safety glass and ensuring emergency medical procedures are agreed with parents in writing. She attends training workshops to develop her knowledge, such as safeguarding and developing children's communication skills. She seeks advice from early years advisors at local children's centres, and shares best practice during regular childminder meetings and through acting as a mentor for new childminders. She introduces changes to her provision and uses portable fencing to provide an easily supervised area of garden so that children can freely move between indoor and outdoor areas as they play, and to promote their independence through the organisation and labelling of resources. She introduces systems for the observational assessment of children's progress towards the early learning goals, which also help her monitor her provision. This shows good levels of commitment towards driving improvement.

The childminder develops close partnerships with parents and others, such as preschools. Parents receive clear information about her provision, and written documentation, such as contracts and 'All about me' questionnaires, help her identify and support children's individual needs and starting points. Parents receive a daily diary for younger children that keeps them informed of their care and development, including any new friends they have made. She shares children's learning journeys with parents every term and discusses their progress more generally during relaxed handovers daily. She identifies any possible concerns about children's development in order to help parents seek further advice if necessary. This helps keep parents well informed and involved in their children's development and learning, and to ensure children's individual needs are recognised and met promptly. Parents show great appreciation of her provision in written testimonials, which reflect how children love attending and the excellent service she provides.

The childminder supports children's transition and develops links with preschools by discussing children's care and development with their key person. She seeks and receives printed information about activities preschools provide for the children. She reinforces children's learning further in her own provision, such as reading stories and developing opportunities for role play around preschools' planned themes. This provides good continuity for children's learning and

development. However, she and others do not further develop this two-way flow of information by sharing written observational assessment records.

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

The childminder shows good understanding of the Early Years Foundation Stage (EYFS), and has systems that help her monitor children's progress and her provision. Parents complete questionnaires about their children which, together with discussions with the childminder, help identify children's starting points. The childminder carries out regular observations of children as they play, and tracks their individual progress towards the early learning goals in the Surrey Learning Journey. She uses her knowledge of children's circumstances and development, such as new babies expected within their family or their developing writing skills, to provide supportive activities. She does not fully assess her observations in order to clearly identify children's next possible steps and to help plan and review activities, but is considering ways of doing this. The childminder provides a wide range of activities indoors and outside. She sometimes introduces adult-led activities like cake or playdough making, in order to provide further challenge and stimulation for the children, such as weighing and counting or watching how materials change as they are heated. She organises frequent outings, such as to toddler groups and soft play areas where children socialise with others, but also messier activities, such as exploring muddy natural areas, which stimulate children's curiosity and exploration.

Children settle and play well together. They fully involve themselves in their activities as they initiate their own play and learning, and show how keen they are as toddlers exclaim 'it's exciting' as they return to their play after lunch. They have easy access to clearly labelled resources and confidently make independent choices about their activities. The childminder displays posters and provides activities that support children's awareness of social diversity, including frequent outings into the community. The children behave well and are polite to each other. Toddlers repeat the childminder's praise of 'that's very kind of you' as another shares some of their pineapple at lunchtime, while another says 'shall we share' as they pass a raisin. The childminder is consistent and children adapt their behaviour to meet expectations when she gives a clear 'no' and explains why. She helps older children adapt to younger children's needs, and ensures they have opportunities to use smaller resources without disturbance, for example, when toddlers have a nap. This helps children develop appropriate behaviour and understanding. Children enjoy talking to the childminder about their activities. She sustains exchanges with them that help children develop good communication skills. Children develop understanding of technology as they freely access the digital camera to take photographs or to play a game on. Toddlers press buttons on a donkey that cause it to sing and flap its ears, and the childminder explains how the batteries need recharging when his song begins to distort. They develop imagination as they role play together, and show a love of books as they sociably place a row of empty boxes together to all sit in when they choose to read stories. Children show curiosity as they smell jelly and talk about whether they can drink it or not; the childminder then introduces the words 'set' and 'liquid' that provides the children

with language for thinking. These activities help children make good progress towards the early learning goals.

The childminder manages her resources well. She teaches children to take care with their books and toys, and they help tidy away when toys are finished with. Children select from a wide range of resources that prevent stereotyping and which provide suitable levels of challenge for their individual stages of development. Children show independence as they put on clothes during dressing up activities, look after their personal care and toddlers feed themselves. They enjoy sociable snack and meal times when they sit together at the table, and know to wash their hands appropriately with occasional reminders from the childminder. This helps children develop habits that support good hygiene and self-care. Children have daily opportunities to play outside, either in the garden or local parks, and enjoy physical activities at toddler groups and soft play centres. This encourages them to develop active life styles. Children learn how to be safe during activities the childminder introduces. She has clear rules for the use of the trampoline, whereby only one child can go on at a time. She reads books to the children about road safety as well as practising when out. Children see a visiting fire engine, then talk about and practise fire safety drills at home. Children show they feel safe and secure with the childminder, as they look to her for support when they are in difficulty, and show confidence in their relationship with her. Toddlers settle for their routine naps and have a cuddle on waking until they feel ready to join in activities. This helps children flourish.

## 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	2

### 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	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

<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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