

Inspection report for early years provision

Unique reference number	139632
Inspection date	26/11/2009
Inspector	Amanda Shedden

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 first registered in 1994. She lives with her husband and one adult child in Hindhead Surrey in a bungalow. There is a fully enclosed garden for outside play and the family have no pets.

The childminder is registered to care for a maximum of four children under eight years. Of these, only three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group on a part time basis. She also cares for children in the older age range on a part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a fully inclusive setting where children are treated as individuals and their needs met. Children are happy, relaxed and have warm relationships with the childminder. The childminder has a sound understanding of child development, which enables children to make good progress. However, she is not fully secure in the six areas of learning and how her observations can be used to identify areas for further progression. The childminder has undertaken a self-evaluation of her practise, however, it has not been fully developed to ensure that practice continually improves.

What steps need to be taken to improve provision further?

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

- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals
- further develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

The childminder has effective strategies in place to safeguard children. All adults in the home have been suitably vetted and the childminder fully supervises the children in her home and when using facilities in the community. Risk assessments are in place and used to ensure that all areas the children use are safe. The childminder has a good understanding of child protection procedures and how to implement them if she had a concern about a child in her care. She has a relevant first aid certificate, ensuring that if a child were to have an accident she would be able to treat them immediately and appropriately.

The childminder has undertaken a self-evaluation of her practice, which includes discussions with the parents and older children. However, although she has recognised some areas for improvement it has not been fully developed to identify the setting's priorities for development that will improve the quality of provision for the children.

The resources and equipment are all safe and used to keep children safe, for instance children are strapped into high chairs and pushchairs and appropriate car seats are used when in the car. Children have access to a wide range of resources that are suitable for the ages and stages attending. They are able to self select the resources themselves, encouraging them to make choices and increasing their independence. The childminder rotates them regularly for the younger children to keep them interested and she discusses with the older children what they would like to become involved in.

All children have equal access to the resources and the time of the childminder, who is fully aware of, and acknowledges these differences, to ensure that they are being cared for appropriately. Children become aware of other cultures and the wider world through resources and meeting other people at the groups they attend, participating in a range of activities that are on offer there.

The partnership with others is positive and worthwhile; she is experienced in working with a range of other professionals to meet the needs of children with any additional requirements and with the children's other early years providers, enabling all children to develop and progress as individuals.

The relationship with parents and carers is effective and contributes to the child's well-being. Each day, written information is exchanged between the parents and childminder as well as daily discussions covering all areas of the child's day. Parents are kept informed of the experiences their child is having, covering all aspects of their care from the amount of food that they consume to how long they have slept. They discuss the child's development and decide together the child's next steps, ensuring continuity for the child.

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

Children have warm relationships with the childminder and each other. The childminder's knowledge of child development and how children learn enables the children to make good progress across all areas of their development. The childminder undertakes observations on the children which are linked to the six areas of learning however, the observations are not used effectively to assess the children or to clearly identify their achievements linked to the early learning goals.

The childminder knows the children well and responds to them in a positive manner. She is good at interpreting their babble and recognises their individual signs for when they are tired or hungry. Children's language skills are increasing each day, they converse with the childminder and each other throughout the day in their own baby language and

are praised as they start to say real words, such as 'bubble' and 'pig'. They enjoy playing with many resources linked to animals and reading stories about them. They are learning how to make noises the animals make and can respond when asked questions such as what noise does the monkey make by squeaking and waving their arms about. They listen to the stories cuddling up with the childminder, each taking turns to turn the pages.

They practise their pre writing skills as they use pencils and crayons to draw with; they are learning new physical skills each day. They become more skilled at manipulating the wide range of resources, from cutting and squeezing the play dough to lifting the animals out of the electronic toy to make it make noises. They carry the dolls and copy actions they have previously seen, like cuddling them, putting them to bed and covering them up with a blanket.

Children are learning to sing and make actions to familiar songs, laughing with the childminder who asks them which ones they want, knowing their favourites. Although they are not yet talking, the childminder interprets their gestures in guessing which ones they want, the children nodding in agreement. They are inquisitive as they look at the musical instruments, trying to manipulate them correctly to get sound out of them, showing real delight as they manage to hit the triangle correctly.

The children feel safe and confident in the care of the childminder, they are happy to explore their immediate environment and select resources for themselves. They go to the childminder for cuddles and reassurance and then toddle off quite happily. They are aware of their routine for the day, for instance at meal times one child went and sat at the low table and the other waited to be lifted and strapped into the high chair.

Children are beginning to learn about healthy lifestyles. They try and wipe their own hands and face when given their own flannels before meals and point and make noises when they want a tissue for their nose. They enjoy their food that the parents have supplied and have access to drinks at all times.

The children get on very well together and are learning to share, supported by the childminder who talks very clearly to them and who shows and talks to them about how to take turns. Children show real delight and are very enthusiastic when extra resources such as the bubbles and musical instruments are brought out.

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	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: Met

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