

Inspection report for early years provision

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Inspection date	25/11/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 two children aged 13 and 10 years, in Walton on Thames, Surrey. All areas of the ground floor are used for childminding. A bedroom is available on the first floor for sleeping purposes only. There is a secure rear garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also provides care to children aged over five years to 11 years and there is one child attending in this age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder takes children on outings to toddler groups, soft play facilities and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The quality of children's learning is satisfactory. Self-evaluation includes some accurate assessments of how the childminder wants to improve the provision. This includes the need to develop her knowledge of the early learning goals within the Early years Foundation Stage. The childminder has successfully secured agreement to complete a National Vocational level three Early Years qualification, which shows her commitment to continuous improvement. Her extremely caring approach towards the children is a key strength of the provision.

What steps need to be taken to improve provision further?

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

- improve knowledge of the early learning goals, for example, through making better use of the practice guidance
- ensure observation and assessment of children's progress include all areas of learning
- ensure children's creative development is supported through regular planned activities
- improve the range of resources and planned activities to develop children's understanding of diversity

The effectiveness of leadership and management of the early years provision

Well organised resources in low level boxes mean that children have plenty of space to move around and choose what they want to play with. The childminder shares her attention equally between the children, and is very responsive to their individual needs. This means that all children are fully included. Comprehensive

records of risk assessment include action the childminder takes to reduce hazards both inside her home, and on outings. These provide good detail in relation to each place children visit. Children's welfare is fully safeguarded due to the childminder's good understanding of child protection procedures.

The childminder helps children make satisfactory progress through a range of experiences, and identifies what she wants them to achieve in some areas of their learning. Although there are good opportunities for children to play independently and take the lead within their play, the childminder says she does not plan any activities at home during term time. This restricts the opportunities for them to extend their learning. Children's assessment records include some written observations which the childminder links to different areas of learning. However, observations are not consistently completed in all areas of learning, and children are unlikely to reach their full potential due to the childminder's limited knowledge of the Early Years Foundation Stage guidance.

The childminder shares some information about children's progress with other providers delivering the early Years Foundation Stage, although this is mainly related to their personal social and emotional development. Good communication with parents means they receive regular feedback at the end of each day about activities, and their children's well-being. Parent questionnaires include positive comments about the provision. For example, parents say 'we feel very lucky to have our child looked after in your home which has a great family feel, our child is very happy and content' and 'the care is of a very high standard and my child enjoys going to the childminder's house'.

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

Children make satisfactory progress in their learning. They show good independence within their play, and enjoy helping the childminder with everyday tasks, such as hanging up the washing. Children are well behaved and learn to share the play equipment. They form close relationships with the childminder, and show their affection as they spontaneously approach her for cuddles.

Consequently, they are very happy and settled. Photographs show children joining in birthday parties, and helping the childminder to clean the toys. Children enjoy healthy, well-balanced meals and snacks. They are encouraged to learn about good hygiene practice, and about their own safety on outings. The childminder's close and caring relationship with children means they feel safe and secure.

Children are confident in the way they communicate, and talk in a lively and animated way to the childminder and other children. Toddlers are beginning to develop their vocabulary through the childminder's interaction in their play, and through joining in singing activities at toddler groups. There is a range of books available, although children do not often choose to look at them independently. Some more able children can write their name with most letters correctly formed. However, the opportunities for children to extend their knowledge of number, shape and size through practical activities are limited, and there is little evidence of how they are making progress in this area of learning. Children learn about other

cultures through eating food from different countries, such as Thailand. However, the range of planned activities and resources to help children develop their awareness of diversity are limited. Children learn about the features of living things through visits to local farms, where they look at animals such as cows, and climb on tractors. In the Summer they enjoy picking and eating strawberries from 'pick your own' farms.

Children develop good co-ordination as they jump on bouncy castles and into ball pools, during outings to soft play facilities. They steer and manoeuvre wheeled toys in the childminder's garden, and are skilled at using scooters and climbing on large equipment at the park. Children improve their hand and eye co-ordination as they play with magnetic games, using rods to catch 'bugs', and post plastic letters inside containers. Photographs show them learning how to control their movements as they take part in parachute games at a local playgroup. Children make good use of a pretend kitchen area for imaginary play. They build models of robots, make rockets for firework night, and have access to resources for mark making. Children's individual learning journey's show evidence of drawing and painting activities, where they experiment with mixing colours, and use scissors and glue to create collage pictures. However, art and craft activities are infrequent, which restricts children's creative development. In addition, the range of media available for children to squeeze and feel is limited, for example, play dough and gloop.

Children enjoy free play in the well organised environment. Planned activities include regular outings to places such as toddler groups and soft play facilities. This increases the opportunities for children to develop their social skills and become confident in playing as part of a large group. The childminder embraces children's love of physical and outdoor play. She supports this through visits to the park, National Trust gardens, weekly visits to a toddler group and soft play facilities, and through regular use of her garden.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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