

Inspection report for early years provision

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| Unique reference number | EY310453 |
| Inspection date | 29/03/2010 |
| Inspector | Louise Bonney |
| 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 registered in 2005. He lives with his wife, who is also a childminder, and his two school aged children. He lives in a residential area within easy driving distance of Ash Vale, Aldershot, Farnborough and Farnham. Childminding occurs on the ground floor. Overnight care is available for a maximum of two children. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. He is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. An exception to these ratios temporarily allows four children in the early years age range to attend. When working with his wife, which he normally does, they are registered for up to seven children in the early years age range, and up to 11 children in the older age range.

There are currently 10 children on roll in the early years age range, some attending part-time. There are nine children in the older age range who attend before and after school and at various times during the school holidays. The childminder provides care from Monday to Friday throughout the year and occasionally at weekends.

The childminder takes and collects children from local preschools and schools and goes to several toddler groups and children's centres regularly. The childminder has the Diploma in Home-based Childcare, which is a Level 3 qualification. He and his wife are members of an approved childminding network and expect to receive early education funding for three and four-year-olds in the near future.

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.

Children have their welfare, learning and development excellently supported through the childminder and his wife, his co-childminder, working as a close team. Together they very clearly evaluate children's progress and identify their next possible steps, which they then support through activities. The childminder and his wife record most of their risk assessments to support their review and safeguard the children. They establish strong partnerships with parents which provide very good continuity in children's care and learning, and endeavour to establish two-way links with other provision the children attend. The childminder continually monitors and evaluates his provision and is developing written records to assist in this. They provide an inclusive setting where children's differing needs receive good support, including some reflection of their home culture and/or language.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings, trips and overnight care
- develop procedures in line with the Local Safeguarding Children Board local guidance and procedures to follow in the event of an allegation being made against any person living or looking after children at the premises, on the premises or elsewhere
- develop various ways to reflect children's home languages within the setting where they have English as an additional language.

The effectiveness of leadership and management of the early years provision

The childminder rigorously risk assesses the premises, activities and outings and takes early action to prevent hazards. He regularly reviews written risk assessment records for the premises, but those for outings and overnight care are not recorded to support their review. The childminder attends advanced training for safeguarding children and shares written policies and procedures with parents. He records any concerns and takes action to ensure children are safe. This safeguards the children well. However, he has no procedure to follow should allegations be made against himself or others living or working on the premises.

The childminder evaluates his provision and identifies areas for development. He makes changes that benefit the children, such as the introduction of systems for assessing their progress. He and his wife are currently undertaking accreditation in order to register for receipt of the early years education grant for three and four-year-olds. He seeks and receives written feedback from parents and immediately acts upon any suggestions they make, such as providing them with copies of their children's learning plans in advance. The recent introduction of systems to monitor children's progress towards the early learning goals supplements records already kept. He is beginning to record his self-evaluation in order to further reflect on strengths and areas for future development. This shows good levels of commitment to continual development.

The childminder manages resources extremely well. He and his wife make an excellent team and create an atmosphere of being a large, happy, family in which children thrive. They both support the children during their activities, while he is mainly responsible for checking toys and equipment and his wife for the preparation of children's meals. They are very well organised and establish routines that ensure children's needs are met, such as for school runs or children's naps. They provide a very good range of resources and activities, and plan outings such as to the library, children's centres and toddler groups, parks, and occasional trips further afield to the beach or theatre. They are careful to maintain appropriate ratios, and the attendance of older children often enhances the younger children's enjoyment and learning.

The childminder establishes very good relationships with parents. He seeks

information from them about their children's individual needs and involves them in their children's learning very well. Parents share and contribute to their children's records, which are sent home every three months with a learning plan for their child. This enables parents and the childminder to simultaneously support children's learning aims, and contributes to the excellent progress children make. The childminder approaches other settings the children attend in order to try to establish continuity in children's care and learning, although this is an area still under development.

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

The childminder shows excellent understanding of the Early Years Foundation Stage practice guidance. He and his wife maintain chronological records of children's development through written observations, photographs and samples of their work. He reflects on these observations and uses them to identify children's next steps in learning and promotes these aims in future activities. Every three months he summarises key learning aims for each area of learning, which gives focus to his provision. He has recently started to use the Surrey Learning Journey record, which helps identify areas of strength and any gaps in children's learning as they progress towards the individual early learning goals. These systems ensure children's learning and development is systematically built upon and contributes to their making excellent progress.

Children enjoy an exciting range of activities that stimulate their interest and development. They have great fun and describe coming to the setting as 'awesome'. They make independent choices as they select their activities from an excellent range of clearly labelled resources on low shelves. Children take delight in the stimulating range of activities and there is much laughter and fun. Children use an 'echo bag' which they shout into and the childminder then opens and releases the echo. This leads to gales of laughter and merriment, and quieter children increase in self-confidence as they join in. Children recite favourite rhymes and learn to listen carefully as they quickly identify when the childminder intentionally adds a wrong word. As children play the childminder encourages them to hear the first sound in words which toddlers repeat, and older children make a long list of other words starting with the same sound. The childminder encourages children's thinking and communication skills as he asks open questions, such as 'what do we need then?' They know he expects them to come up with the answers so give considered answers. Children love stories as they select their favourite books and sit comfortably with the childminder, listening attentively and joining in. The childminder is aware of children's backgrounds and reflects their cultures during shared festivals. He knows various words in their home language when they have English as an additional language, and uses these to support communication. He has not, however, considered other ways of reflecting their home language. He identifies any possible difficulties children have as they develop and liaises closely with parents. This helps to ensure that action is promptly taken so that children receive the support they need.

Children increasingly look after their own personal care and develop very good

understanding of how to look after their own health and safety. They behave exceptionally well. Older children anticipate when a crawling child is approaching and about to knock over their tower, and give a firm but friendly 'no' with an explanation which stops them in their tracks. Older children show care and affection as they stroke a crawling child's head while they gently move through the doorway. Young children recognise right from wrong and seek support from the childminder if another becomes too boisterous in their play, trusting the childminder to set things right. Children are keen to share their knowledge as they describe safety procedures, showing excellent knowledge.

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

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| 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

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

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| 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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