

Inspection report for early years provision

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Inspection date	06/10/2009
Inspector	Catherine Hill
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 registered in 2003. She lives with her husband and two children, aged eight and one year, in Woking, Surrey. The home is located within easy reach of shops, schools and the park. The whole of the ground floor is used for childminding with toilet facilities on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of five 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 caring for two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder competently organises her practice to ensure children have good opportunities to play and learn with a welcoming, caring, family environment. All children are valued and treated as individuals and the childminder ensures all are included in play as appropriate to their individual needs. Children enjoy themselves and are totally at ease within the childminder's care. Since her last inspection the childminder has addressed all actions raised and further developed her understanding of the requirements of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- continue to maintain and develop children's learning journey records to track their development and show their next steps in learning
- improve detail in documentation by ensuring children's full names are recorded, the year of entries and by including outing destination details in risk assessment records

The effectiveness of leadership and management of the early years provision

The childminder devotes her time to ensuring children are happy and sensitively supported as they learn through play. She organises her toys so they are easily accessible for children to freely select and displays some educational posters to provide interest to children. Children actively occupy themselves and play safely as the childminder has identified and minimised hazards within the home. For example, she has safety gates to prohibit children from accessing the stairs or kitchen unsupervised. The childminder has excellent relationships with children and they turn to her readily for support and cuddles demonstrating that secure trusting relationships have been formed. Children's welfare is safeguarded well and they

are closely supervised as they play. The childminder has a written child protection policy and has also attended specific training in this area.

Good partnerships with parents contributes to children's individual needs being well known, with daily information shared between their main carers. The childminder shares her policies and procedures with parents and obtains written consents from them, as appropriate to their children's needs, for example for the administration of medication. The childminder has a range of documentation in place to support her practice, although a little detail is missing from some records. For example, detail of outing destinations in risk assessment records and children's full names in some attendance records. The childminder has completed a self-evaluation form critically reflecting on her practice and identifying areas for further improvement. Her priority is ensuring children are happy and have time to have fun and enjoy their childhood whilst developing their skills in a positive, friendly environment.

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

Children are confident and show a strong motivation to learn as they continually interact with the childminder during play of their choice. They are making good progress in their learning as the childminder skilfully uses questioning, demonstration and explanation during play to develop children's skills in all areas. She has an excellent awareness of how to support children and maintains a sensitive balance between letting children learn through independent discovery and stepping in, when necessary, to help them achieve. Observation records are maintained and the childminder has started to track children's development in learning journey records. Children behave well and play amicably together. Older children show kindness to younger children as they quickly go and fetch a younger child's drink for them when thirsty. They understand the need for quiet voices as younger children are settled for a nap and learn how to keep themselves safe, for example, as the childminder reminds them how to climb and descend the stairs safely. They show confidence in their bodies as they move around the home, giggling to music as it plays and carefully using a range of small scale toys. For example, they show good hand-eye coordination as they build a tower with wooden building blocks. The childminder works in partnership with parents to meet children's dietary requirements and her policies and procedures ensure children are protected from illness and infection. For example, individual hand towels for washing their hands minimises the risk of any cross infection.

Children have good self-esteem as a consequence of the praise and encouragement they receive during play. They absorb themselves in constructing a track for their cars and the childminder develops their awareness of shape as she talks to them about the straight and bendy pieces they will need. Children recognise the different colours of toys and the childminder reinforces and consolidates children's learning by encouraging them to find building blocks that are, for example, all red. Children rise to the challenge and industriously look for the red blocks. They learn about different shapes as the childminder names the triangle and rectangle shape they hold. Children place the triangle shape on a flat

shape and proudly announce 'it's like a slide', showing an understanding of shapes in the wider world. They learn the sequence of numbers as the childminder encourages them to join in singing a number song. The childminder sits with children to help them complete an inset number puzzle and she names the puzzle pieces to further develop children's awareness of the link between spoken and written numbers. Children smile and chat as they play and enjoy the positive attention they receive from the childminder which motivates them towards independent play. They learn about technology as they play with interactive toys, pressing buttons to make music play and they have fun developing their creative skills during imaginative play with dolls.

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	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

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

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