

Inspection report for early years provision

Unique reference number EY394406
Inspection date 19/11/2009
Inspector Maureen Croxford

Type of setting Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 was registered in 2009 and there are currently two children on roll both of whom are in the early years age range. She lives with her husband and pre-school age child in a residential area close to Grayshott, Hindhead, Haslemere and Headley Down in Hampshire, close to shops, parks, schools and public transport links. All areas of the property are used for minding.

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 also offering 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 childminder collects children from the local pre-school on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and acknowledged by the childminder who tailors her service to provide an inclusive environment for the children in her care. Children have access to a good range of resources and activities to promote their interest and enjoyment. The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) and she has started to develop her system for observation and assessment to plan for children's progress towards the early learning goals. All required documentation is in place to support her practice. The childminder demonstrates a commitment to continuous improvement and reflects on her practice to identify priorities for development.

What steps need to be taken to improve provision further?

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

- develop further the recording of the children's starting points, progress and achievements and use this information to identify learning priorities and the next steps in children's learning.
- continue to develop resources to promote diversity and develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her legal responsibilities regarding child protection issues. She follows appropriate steps to ensure children are safe and secure in her home, garden and while on outings into the local community.

She carries out and maintains a clear record of risk assessments to identify possible hazards, including outings. The childminder has implemented an emergency escape plan to ensure all children develop their understanding of how to keep themselves safe in the event of a fire.

The childminder manages her time very effectively and makes good use of space and resources to support children's learning and development. Toys and equipment are of a high quality and suitable for the ages of children attending. However, few resources are available to children which promote diversity and help develop understanding of other cultural groups.

The childminder provides a service that is inclusive for the children that attend and ensures they get the support they need to make good progress in their development. Contracts are in place with each child's parents to agree to care provided and parents receive good information about the childminder's policies and procedures. They are provided with information on the procedure to follow if they have a concern or complaint about the childminder's practice. The childminder is aware of the importance of communicating with other providers and professionals supporting children on a regular basis to promote children's development and well-being.

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

Children are happy and well settled in the childminder's comfortable family home, where they enjoy an appropriate balance of child-initiated and adult-led activities which provide challenge and enjoyment. The childminder plans a range of well-organised activities which reflect children's interests and capabilities. As a result children are eager and motivated to learn. The childminder makes observations of children's interests and progress. However, she does not always identify the children's next steps in their learning and development or seek information from parents on children's starting points and capabilities as a basis for planning for their progress towards the early learning goals.

Children are beginning to show an understanding of the importance of a healthy lifestyle and they enjoy opportunities to engage in physical activities, both indoors and outside. They have ample space to practise their physical skills in safety in the lounge, the playroom and the garden and excitedly explore the interesting range of resources, including craft materials and small world toys.

Children's health, physical and dietary needs are met well. The childminder talks to the children about their food, for example, they discuss the different types of mushrooms in their food. She uses a clock to help to them understand the concept of time while cooking. Children are secure and develop their self-confidence as they express their views and make their feelings known to the childminder.

The childminder ensures activities are suitable for the ages of the children attending and she adapts her interactions and resources to ensure they are all included and able to take part at their own level. Children are well behaved and

the childminder uses clear and consistent strategies to help children learn to share and take account of the needs of others. The childminder provides simple explanations to help them develop their understanding of the possible consequences of their actions.

The childminder is taking sound steps to establish the principles of the EYFS in her provision. Consequently, she demonstrates a strong commitment to reflecting on her practice to improve outcomes of children.

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 | 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 | 2 |
|--|---|

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 | 3 |
| The extent to which children develop skills for the future | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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