

Inspection report for early years provision

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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 2003. She lives with her husband, who is her co-childminder, and her two school-aged children. She 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. She 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 her husband, which she normally does, they are registered for up to six children in the early years age range, temporarily increased to 7, 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 a Level 3 qualification (NNEB). She is a member of an approved childminding network and expects 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 her husband, her 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 her husband 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 her provision and is developing written records to assist in this. She provides 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. She regularly reviews her 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 her written policies and procedures with parents. She records any concerns and takes action to ensure children are safe. This safeguards the children well. However, she has no procedure to follow should allegations be made against herself or others living or working on the premises.

The childminder evaluates her provision and identifies areas for development. She makes changes that benefit the children, such as the introduction of systems for assessing their progress. She is currently undertaking accreditation in order to register for receipt of the early years education grant for three and four-year-olds. She 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, and she is beginning to record her 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. She and her husband 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 the childminder is mainly responsible for the preparation of children's meals and her husband for checking toys and equipment for safety during daily tidy-up times. They are very well organised and establish routines that ensure children's needs are met, such as for school and preschool 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.

The childminder establishes very good relationships with parents. She 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. She and her husband maintain chronological records of children's development through written observations, photographs and samples of their work. She reflects on these observations and uses them to identify children's next steps in learning which she then promotes during activities. Every three months she summarises key learning aims for each area of learning, which gives focus to her provision. She has recently started to use the Surrey Learning Journey record, which helps her 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 make choices as they select their activities from clearly labelled resources on low shelves. Resources are imaginative and stimulating and there is much laughter and fun as children take delight in their activities. They dance to reggae music with ribbons, while the childminder encourages them to move in different ways and make large circles in the air, promoting early writing skills and physical development. She leads song time, when the children enjoy choosing a surprise item from a bag and then sing a related song together. The childminder holds lengthy conversations with the children, which stimulate their thinking and language skills. Children explore as they use a variety of toothbrushes to clean a dental model and count how many teeth there are, and some use a mirror to look at their own mouths. Children develop understanding of technology as they fetch a camera and take photographs, reloading images later to show others. The childminder is aware of children's backgrounds and reflects their culture during shared festivals. She provides support for children with English as an additional language through seeking key words from parents, but has not considered other ways of reflecting their home language within her provision. She 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. Older children are keen to share their knowledge as they describe safety procedures.

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	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

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	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

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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