

Inspection report for early years provision

Unique reference number	EY396466
Inspection date	10/12/2009
Inspector	Anne Nicholson
Type of setting	Childminder

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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

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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.

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. She lives with her partner and two pre-school aged children in a non-residential area close to Godalming, Farncombe and Busbridge in Surrey. The whole of the childminder's house is used for childminding and there is easy access to the property and a secure garden is available. The childminder is registered to care for four children at any one time, one of these may be on the Early Years Register and three may be on the compulsory part of the Childcare Register. In addition to this the childminder is also registered on the voluntary part of the Childcare Register. There are currently three children on roll two of whom are in the early years age range. There are no family pets. The childminder is a member of the National Child Minding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are known by the childminder and she ensures that she provides a range of resources, activities and play opportunities within and away from the home to promote their welfare, learning and development requirements. Partnership with parents is a strength of the provision with parents stating they are pleased with the care their children receive and the progress they make whilst with the childminder. A self-evaluation process is undertaken by the childminder to reflect on her childcare practice, highlighting some of her strengths and considering aspects of her provision she would like to develop further.

What steps need to be taken to improve provision further?

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

- continue to develop the planning of the educational programme, incorporating children's identified next steps of learning, to ensure they are challenged and stretched within their capabilities and continue to enjoy their learning supporting their continual progress through the early learning goals

The effectiveness of leadership and management of the early years provision

Children remain effectively safeguarded within the provision through the childminder and her family having completed suitability vetting, policies and procedures being in place and the completion of comprehensive risk assessments for both the home environment and outings. The childminder has been caring for children for a short time and already they are beginning to make good progress through the early learning goals; the childminder gathers information about their individual needs, undertakes observations and plans the next steps of learning to assist in their developmental progress. These observations are effectively recorded in children's 'Learning Journeys' and used to plan activities and provide additional

opportunities to assist them with their developmental progress. The childminder has started to plan her daily activities to incorporate children's next steps and this is an area to develop to ensure they enjoy their learning, are challenged and stretched (within their capabilities) and continue to progress through the early learning goals.

The childminder promotes an inclusive service and ensures that she obtains information to support children, including for those who may have English as an additional language or special educational needs/disabilities. Parents read copies of the childminder's comprehensive policies and procedures and they receive information about their children's daily activities in the form of a daily diary. The childminder also shares information with them about any changes she is undertaking to enhance her childcare practice. At this time the childminder and parents are the only carers for the children, however, the childminder is aware of how she will positively promote links with other professionals providing welfare and learning for children in her care to promote a cohesive approach to meeting their needs.

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

Young children present as being very settled and happy within the care of the childminder and her children; when a stranger to them is in the premises they only require minimal reassurance from her and continue with their play. They happily sit in their bouncy chair on the floor exploring shaped toys, rattling toys and interacting with the childminder and her children. Evidence shows that children are beginning to take turns and share resources with each other. The childminder sits on the floor and plays alongside the children, she is attentive to them and ensures activities and resources are accessible to them. They demonstrate that personal hygiene routines like hand-washing are routine to them and they wash their hands in the sink before their snack and sit to enjoy a biscuit, a variety of fruit and a drink.

Children have access to the outside and enjoy fresh air on a regular basis. They gain an awareness of their local environment and the world around them whilst out on walks, during planned outings and whilst participating in activities promoting countries, cultures and festivals. They enjoy being artistic and have access to a range of creative resources and drawing easels. They use chalk, pencils, felt-tips, glitter and paper to make Christmas artwork; their work is on display on the wall and they enjoy showing this to visitors. They receive praise and encouragement and this assists in developing their confidence and self-esteem. They receive consistent and clear information on how to use resources appropriately, how to play safely and why it is not safe to climb on wheeled objects to develop their awareness of safety and personal independence. Children enjoy a range of play opportunities in the home and away from the home including attending a music session and parent and toddler sessions. The childminder undertakes observations of the children and links these into the Early Years Foundation Stage learning and development requirements; she clearly shows the children's starting points, identifies the next steps for their ongoing learning and

adds photos and pieces of artwork to complement these and ensures these folders are accessible to the parents.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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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