

Inspection report for early years provision

Unique reference number	EY378689
Inspection date	08/02/2010
Inspector	Hazel Stuart-Buddery
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.

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 2008. She lives with her husband and two children in Camberley. The ground floor of the property is used for play and the bedrooms for rest. There is a secure garden for outside play. Local parks, shops and schools are within easy walking distance. The childminder is registered to care for a maximum of four children under eight years at any one time; no more than one may be in the early years age range. She is currently minding three children in this age group on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She attends local children's activities. The family have a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, welcoming and child friendly environment. She knows the children well and as a result their welfare and learning needs are met effectively. Children are safe and secure and confidently use the resources and engage with the environment. A comprehensive set of written policies and procedures underpin the practice and are fully shared with parents. Effective partnerships with parents help to promote an inclusive practice, although partnerships with other early years professionals have not been fully established. The childminder evaluates and monitors the practice to identify areas for future development to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission from parents before administering medication to children. (Promoting good health) 22/02/2010

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

- ensure channels of communication with other early years professionals are established and used effectively to fully support children's achievements and well-being.

The effectiveness of leadership and management of the early years provision

Children are safeguarded while in the childminder's care; checks on all adult members of the household are completed. Risk assessments within the home and

for all outings are in place; hazards are identified and minimised. The childminder has a good awareness of child protection issues and of the procedures to follow; she has outlined her responsibility to parents both verbally and via a written policy. The wishes of parents may not be fully respected as prior written consent to administer all medication is not always obtained. This is a breach of the regulations.

The childminder has a secure knowledge of the Early Years Foundation Stage and, as a result, effectively meets the needs of children. Her practice is monitored and evaluated and she confidently talks through her strengths and areas for development. The childminder has a commitment to her on-going professional development and procedures are in place to address identified training needs. Children have easy and safe access to a wide range of good quality, age appropriate resources. A dedicated play room provides space for children to feel valued as their art work is displayed. They happily explore and freely select resources demonstrating a sense of belonging and security. Regular access to the garden ensures children's experiences are varied and babies have daily opportunities to go out for walks and get fresh air. The childminder actively promotes equality of opportunity. She provides a wide range of resources that reflect differences and are freely accessible. She plans a range of activities that are age and stage appropriate for children ensuring all receive maximum enjoyment.

Children are safe and secure; babies respond well to the childminder and spontaneously approach her for a reassuring cuddle when they become tired. It is evident from their body language that they feel happy, relaxed and content. The childminder does not currently have procedures in place to work with other childcare settings; information is not exchanged to promote the well-being and share achievements of children. Strong relationships with parents are fostered; written testimonials confirm they are happy with the care provided for their children. Opportunities for parents to express how they feel are provided via regular questionnaires and they report that the childminder offers a 'home from home' environment. Parents are included in their child's care and development. An initial discussion outlines the likes, dislikes and abilities of the children and this forms a good base line for the childminder to pitch the activities at appropriate levels. Procedures are in place to ensure information is shared informally about the achievements and progress of the children. Observations and photographs support children's achievements towards the early learning goals and these are shared with parents. Written and verbal policies and procedures are also fully shared with parents. Most parental consents are in place.

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

Children make good progress in their learning and development in relation to their starting points. Weekly activities are planned and reflect the individual needs of the children taking into account their interests and development needs towards the early learning goals. Children have a balance of adult-led and child-initiated experiences that stimulate and challenge and help them progress effectively towards the early learning goals. Spontaneous observations are completed and are

clearly linked to areas of learning and the early learning goals; photographs and examples of children's work support their achievements. The childminder has self-identified improvements to the assessments of children and has procedures in place to implement changes. Learning journeys are completed on a regular basis and it is easy to see the progress or gaps in children's achievements. Good relationships are fostered; children happily respond to the childminder and make constant babbling noises as they communicate together. Children show interest and inquisitively explore the available resources, seeking help and support when needed.

Children are content and display good levels of self-esteem. Interaction from the childminder ensures that they receive maximum enjoyment out of the activities. Babies explore the shakers and rattles and make happy babbling noises as they shake maracas. Lots of enthusiastic praise from the childminder helps to increase their confidence and self-assurance; this helps them to feel special and clever. Children happily shuffle around the room and investigate and explore different resources, and make their own choices when to move on and explore something else. Babies smile and chuckle as the childminder uses a pig puppet to tickle them as she talks about the Three Little Pigs story. The childminder develops their language skills by continually talking and encouraging them to be vocal. Children demonstrate a sense of security and belonging as they happily engage with the environment, resources and the childminder. Home routines for babies are discussed with parents and are fully respected, helping children to settle as quickly as possible and feel safe and secure.

Children develop an awareness of healthy lifestyles as they enjoy balanced nutritious meals. Independent access to water throughout the day helps them to make their own choices of when they want a drink. Good daily hygiene procedures help to prevent the spread of infection. Children demonstrate their security as they enjoy cuddles after waking from their sleep. They know how to keep themselves safe when, for example, they practise the fire drill, and know how to get out quickly should they need to do so. Children respond well to the praise and encouragement from the childminder and display good levels of self-esteem. Experiences provided, resources available and interaction from the childminder help to ensure children develop appropriate skills for the future.

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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