

Inspection report for early years provision

Unique reference number	EY285341
Inspection date	29/03/2010
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2004. She lives with her husband and two children, aged 12 and 16 years, in Mytchett, near Camberley, Surrey. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a cat and snake. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three children may be in the early years age range. She is currently caring for two children in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for one child overnight.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, family environment for children's care, learning and play. Children are happy and relaxed and enjoy themselves as they play. The childminder's policies promote inclusive practice and she works in partnership with parents to meet children's individual needs. All required documentation is in place to support her practice. The childminder has made some improvement to her practice by addressing the actions and recommendations made at her previous inspection.

What steps need to be taken to improve provision further?

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

- continue to develop children's assessment records to show their next steps in learning based on observations of their current abilities
- develop further self-evaluation systems, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice
- improve documentation by including Ofsted's full contact details within the complaints procedure.

The effectiveness of leadership and management of the early years provision

The childminder has established secure relationships with children and they turn to her readily for cuddles and support. She understands her responsibilities with regard to safeguarding children's welfare and has an appropriate written policy to support her practice. She closely supervises children as they play and has risk assessed her home to ensure they play safely. She is vigilant to safety and removes broken toys so children cannot hurt themselves. A range of age appropriate toys are available for children to play with and picture/word labels on toy crates ensures all children are aware of the contents. Children are allowed to

follow their own interests as they play, which reduces the incidents when they may feel frustration. The childminder works in partnership with parents and others involved in children's care and learning to ensure children's needs are well known and catered for. She has obtained written consents from parents, as appropriate, to meet children's individual needs and shares all her policies and procedures with them. Documentation is generally well detailed, although the complaints procedure does not include Ofsted's full contact details. The childminder is aware of her strengths and has identified how she can further improve her practice. She recognises that previous self-evaluation did not reflect in detail on her practice and that outcomes for children can be improved if she develops her play techniques as an aid to supporting children's learning.

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

Children behave very well in the childminder's care. The childminder acts as a positive role model with regard to manners and children show an understanding of daily routines as they merrily sit at child-sized furniture as they have a drink. They understand to tidy away toys before getting others out to play with and immediately go to pick up the building blocks toy crate to help put it away to make room for puzzles on the table. The childminder praises children's efforts and thereby boosts their self-esteem. The childminder works in consultation with parents to meet children's dietary needs. She ensures children have daily opportunities for exercise and fresh air and children enjoy being able to play in the garden. They are able to develop an awareness of safety through taking part in monthly recorded fire drills.

The childminder continually interacts with children as they play to help promote learning. She has started to maintain learning journey records for children which track their development in all areas, although she does not record children's next steps in learning. She names objects to help develop children's vocabulary and to help them make the links between the spoken word and real objects. For example, children sit with the childminder to do a six piece inset puzzle of different fruit. The childminder encourages children to put the puzzle pieces on the table and names each one, such as the pineapple and banana piece, as it is moved. Children concentrate and show good hand-eye coordination as they manipulate the puzzle pieces to fit in the appropriate slots. They listen carefully as the childminder talks to them and show an understanding of what she has said as they pick up a toy car when asked. Children enjoy building with blocks and carefully join blocks together to make a tower. The childminder names the colour of the blocks as they touch them to reinforce their awareness of the range of different colours. Children giggle and laugh as the childminder playfully tickles them and have fun as they join in with some of the actions to nursery rhymes. They play with musical instruments with the childminder and regular outings with her help develop their awareness of the wider world.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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