

Inspection report for early years provision

Unique reference number	EY395039
Inspection date	15/01/2010
Inspector	Catherine Greenwood

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and children aged 23, 17 and 15 in Dorking, Surrey. The premises are within walking distance of Dorking town centre and other local amenities. The childminder is registered on both the Early Years Register and Childcare Register and is registered to care for a maximum of six children at any one time. There are currently three children on roll within the early years age group. Children have access to all areas on the ground floor of the property, with toileting and sleeping facilities situated on the first floor. Children have access to an enclosed secure garden. The family have two dogs, who have a separate gated area within the childminder's garden.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good, with some very good aspects. The childminder provides good opportunities for children to play, learn and succeed in an atmosphere of care and feeling valued. Consequently, children's individual needs are well met and they are extremely happy and settled. Key strengths of the provision are; the childminder's communication and involvement in children's play and the opportunities she provides for them to be creative. The childminder recognises the importance of continuous quality improvement and makes good use of self-assessment and training opportunities.

What steps need to be taken to improve provision further?

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

- ensure continuity and coherence by sharing relevant information about children who receive education and care in more than one setting
- ensure the provision promotes and values diversity and differences, for example, by making a wider range of resources that reflect positive images easily accessible.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded due to the childminder's good knowledge and understanding of child protection procedures and her use of comprehensive risk assessments. The childminder uses her past experience of working in schools and day nurseries to inform the service she provides. For example, she is committed to using planning in a flexible way according to children's requests and ensures they are provided with a wide range of experiences, particularly in relation to creative activities and opportunities to socialise at toddler groups. A well organised environment with a good range of accessible play equipment on low level shelves, means that children are motivated and show good independence

within their play. However, these do not include a wide range of positive images of diversity.

The childminder has a very thoughtful and reflective approach in relation to her own practice and how this impacts on children's achievements and well-being. She uses what children say to inform future activities and events and ensures their inclusion through her own enthusiastic approach. The childminder has clear aims for improvement. For example, that children are more involved in the preparation of their meals and to make use of a 'resources picture book', so younger children can choose what they want to do, if play equipment is not immediately accessible.

Partnership with parents is good. Their wishes for the care of their children are fully respected and they are kept very well informed of their children's developmental progress through the use of daily diaries and learning journeys. Parents speak very positively about the childminder. For example, they say 'I am extremely pleased with the standard of care that my children receive, their day is filled with exciting things and they often come home with wonderful creations' and 'we are very impressed with the childminder's skills and are very pleased to see what activities our children have been doing each week'. With parental consent, the childminder has obtained assessment records for children who have previously attended early years provision. However, she has not yet taken steps to share her own observations and assessments of children's learning with other early years providers that children currently attend, to ensure continuity of care and learning.

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

Children make very good progress in relation to their developmental starting points. The childminder's excellent interaction in children's play means that children are well occupied and interested in using all the resources. Children show very good independence, as with the support of the childminder, they manage their own personal hygiene and are beginning to interact and share toys with other children. They are well behaved and are given lots of individual support and explanations to develop their understanding of how their actions affect other people's feelings.

The childminder dedicates her time to interacting in children's play and recognises the importance of talking with children as much as possible. This is evident as she encourages them to say what they know and understand, for example, as they use battery operated trains and listen to the noise of a pigeon on the roof of the house. Children's speech and language development is fully embraced by the childminder and consequently, they use a wide range of vocabulary and are confident in their communication with others. Children are beginning to show interest in counting during their play, for example, as they use Lego bricks and count animals on a map of Africa displayed on the childminder's wall. The childminder consistently uses everyday opportunities for children to learn to count reliably, for example, through using numbers within songs and nursery rhymes.

Children have a wide range of experiences. For example, as they look at fish,

bearded dragons and guinea pigs, during visits to a local pet shop. Regular outings to the park and woods provide them with good opportunities to explore the environment and they learn about the features of living things as they take part in activities such as bulb growing. Opportunities to handle ice containing toy animals enable children to learn about cause and effect. Children's love of response toys is embraced through the provision of 'walkie talkies' and 'battery operated trains' and enables them to learn about how things work. Activities such as hiding in tents and tunnels and using torches are very popular. Children develop their physical skills through regular opportunities to run around freely at toddler groups and during outings to the park, where they learn how to negotiate space through using large equipment. They also have access to outside play equipment in the childminder's garden.

Children enjoy creative activities and getting messy. They explore a good range of media such as shaving foam, cornflour, paint and glue. They make their own designs, for example, through making snowmen from junk resources and often take part in cooking activities. Children enjoy making 'footprints', using shoes and Wellington boots and are beginning to develop their knowledge of colour through using a variety of paints. They are beginning to develop an awareness of the texture of paint, for example, as they decide to experiment with handprints.

The childminder provides activities that complement children's individual routines and provides time for them to play freely, as well as taking part in planned activities and outings. She has a very caring and attentive approach towards the children, gives careful consideration to their individual needs and dedicates her time to ensuring they are happy, well occupied and developing to their full potential. The childminder has an excellent knowledge of what children like to do. She evaluates the success of activities and uses this information to plan and build for children's future development. The childminder supports children's love of making books and writing and has a positive approach to children selecting their own resources so their play can be fully extended.

She makes good use of observation and feels it is important to spend time watching children to identify what they can do, what things they need help with, working out how to move them on and identifying future activities. The childminder evaluates children's progress, through regular communication with parents, who are fully included in all aspects of children's care and learning.

Children feel very safe and secure due to the good relationships they form with the childminder and members of her family. They are protected from the risk of cross infection as the childminder encourages them to follow good hygiene procedures. Children are provided with healthy food and snacks and show great enthusiasm for eating fresh fruit. Comprehensive written policies and procedures are in place for all aspects of the provision and are shared with parents when children first start.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met