

Inspection report for early years provision

Unique reference number	EY332192
Inspection date	23/06/2010
Inspector	Teresa Elkington

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 2006. She lives with her three children aged 12, 11 and eight years of age, in Reigate, Surrey. The whole of the childminder's home is used for childminding purposes and there is an enclosed garden to the rear of the property for outside play.

The childminder is registered on the Early Years Register to care for a maximum of three children aged under five years at any one time. Registration also includes both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, all of whom attend on a part-time basis and three of whom are within the early years age range. The family have two rabbits, a cat and a gerbil. The childminder attends local parent and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well supported by the childminder, who recognises their individual needs due to the long standing relationships that she has developed. Children's progress in their learning and development is good. They have access to a good range of resources which supports their age and stages of development and promotes their independence. Partnerships with parents are well fostered which enable a cohesive approach to learning and care. The childminder has a positive approach to improvement and has addressed the recommendations made at the last inspection successfully.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- clarify the record of risk assessments to show clearly how identified risks have been minimised, for example, for outings.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection issues and is confident about the steps to take if there were concerns about a child. She has procedures in place for dealing with emergencies, for example, she has organised an optimum place of safety to ensure children are suitably cared for if an emergency arises. Risk assessments for home, garden and outings have been completed; however, those for outings lack clarity. Regular fire evacuation procedures are undertaken with the children which promotes their understanding of how to respond in the event of a fire. Children's health is effectively promoted,

for example, children independently wash their hands thoroughly following guidance from the childminder.

The childminder seeks support and advice from an early years mentor, which allows her to reflect and target areas for improvement. She has undertaken required training alongside a range of short courses in support of her work with young children. Play space is well organised, allowing children to move with freedom and confidence in all areas available to them. Independence is well promoted due to the childminder's deployment of play resources, which are stored at a low level and clearly labelled. Equality and diversity is promoted effectively within the childminder's practice. Every child is valued as an individual and all children and their families are supported according to their unique needs and wishes.

Effective partnerships with parents have been established to ensure a consistent and joint approach to care and learning for all children. Ongoing communication, through the use of daily diaries and verbal exchanges, provides a clear insight for parents to their children's achievements and routines. Parents have access to a range of policies and procedures which provides information in support of the childminding service. The childminder is aware of the importance of working in partnership with other early years providers, which ensures children are fully supported in their learning and development.

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

Children feel very at home within the setting and are confident and independent learners. For example, they initiative their own play and attend to their own personal hygiene needs. They thoroughly enjoy taking part in adult-led activities, such as a game of golf and ball games. They learn to care for pets as well as nurturing flowers and vegetables that they have planted; this enables children to have a positive attitude towards sustainability. They engage with others through their effective communication skills and express their thoughts, feelings and ideas with ease. Children take part in many activities to develop their understanding of measuring, weighing and volume. For example, they participate in regular cooking activities and also water play, where they learn about floating and sinking.

The childminder supports children's learning well. She uses her skills to ensure that different groups of children learn and develop in ways that meet their individual needs. For example, when practising letter formations, children incorporate different methods, such as traditional ways, alongside the use of computers. Children are encouraged to develop new skills which are initiated through their own interests and desires. For example, they enjoy using the piano and feel a sense of pride and achievement as they pick out well known tunes using the adapted notes on the piano keyboard, allowing them to follow simple music scores.

They are actively encouraged by the childminder, as she praises their positive actions and provides clear explanation of the importance of sharing and taking turns. Children understand the need for rules to keep themselves safe and support

their daily routines. For example, they have a good awareness of the boundaries when playing out in open spaces and readily abide by the house rules that are in place. Children feel a sense of belonging as they celebrate their own culture and those of others. For example, they enjoy pyjama parties in celebration of their birthday and participate in activities that promote their understanding and respect of their wider world.

Children's health and well-being is promoted well. They enjoy appetising meals which are freshly prepared for them, that take into account individual dietary requirements. They have access to drinking water which allows them to respond to their bodily needs independently. They have daily opportunities to play out of doors, either in the garden or at local parks. They use a range of play equipment which they use with skill, enabling them to develop their large muscles whilst participating in fun outdoor activities.

The use of 'All about Me' forms which identifies children's starting points, provides a focus for the childminder to plan for children's learning. Observations and assessments are undertaken which are plotted against developmental targets for each child's individual learning needs. Although the childminder has an awareness of how she plans for children's next steps in their learning, this is not clearly reflected in the planning.

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