

Inspection report for early years provision

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Inspection date	22/04/2010
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).

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 husband and two children, aged six years and three years, in Lightwater, Surrey. The premises are close to shops, parks, schools and public transport links. The childminder's home is situated in a quiet residential road and can be accessed via a pathway with small step. The whole of the ground floor is used for childminding.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very well organised and provides a happy, welcoming, family environment in which children safely play and learn. Children are very settled and happy and have very good opportunities to develop their skills through a good balance of adult-directed and child-initiated play. Inclusive practice is positively promoted and the childminder treats all children with equal concern. The childminder is enthusiastic and professional and her capacity to maintain continuous improvement is very good. She has made an excellent start to her childminding career and maintains a detailed range of documentation to support her practice.

What steps need to be taken to improve provision further?

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

- improve learning records by tracking children's development in each area and by clearly identifying their next steps in learning in each area
- develop self-evaluation systems, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice
- increase resources to provide children with greater opportunity to learn and understand about diversity.

The effectiveness of leadership and management of the early years provision

The childminder understands her role and responsibilities with regard to child protection and ensures children's welfare is safeguarded. She shares her safeguarding policy with parents and maintains a daily record of safety checks to

her home. Risk assessment records are also maintained for each type of outing children are taken on. She ensures children have access to age appropriate resources and picture/word labels on toy boxes ensure all children are aware of their contents. A good range of activities and toys are accessible to children on a daily basis to help promote skill development in all areas.

The childminder has a positive attitude towards working with others involved in children's care and education. She has established very good communications with parents, with whom she shares all her written policies and procedures. Some information is also displayed for parents within the home, for example, her risk assessment and health and safety policies. Parents are very happy with the care their children receive and comment that the childminder provides 'a wide, fun range of activities including plenty of outdoor exercise'. Although she has no formal self-evaluation system in place, the childminder has reflected on her practice and has continued to make improvements since registration. For example, she has improved the garden area for children and she has also identified further areas for improvement, such as extending her resources to provide children with greater opportunity to learn about diversity.

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

Children have excellent relationships with the childminder and turn to her readily for cuddles and support showing that secure trusting relationships have been established. They behave well, share resources, such as the musical instruments, and learn about good manners from the childminder who acts as a positive role model. Children show an understanding of boundaries and develop an awareness of safety during everyday activities. For example, they go to put their fingers on the high chair as the childminder is about to put it away. She gently, but firmly, indicates that this is not safe to do and they immediately take note of her expressions and happily move away. They have good opportunities to develop their physical skills both inside and out. Indoors they have fun as they dance to 'boogie woogie zoo' music moving their bodies to the rhythm played. They all choose a musical instrument and play them as they march around the room together saying 'left, right, left, right'. They smile and laugh as they play showing they are thoroughly enjoying themselves. The childminder provides children with a variety of healthy snacks and meals. Children sit together to eat a snack of apple, raisins and rice cake and they freely access their drink when thirsty.

The childminder plans a wide variety of activities for children based around different topics, such as shapes, autumn and the Chinese zodiac. Written plans show activities linked to the different areas of learning. Good observation records are maintained of children's achievements with some next steps in learning recorded, although the childminder does not clearly track children's development in each learning area. The childminder continually interacts with children to help develop their vocabulary and conversational skills. Children develop an awareness of the sequence of numbers as the childminder counts their two shoes as they put them in the shoe box and as she counts to three when fastening children in their high chair. They sit together with the childminder to play with crazy sand and she

supplies appropriate tools so they all have the opportunity to move and mould the sand. They are totally at ease within her care and have had opportunities, for example, to paint, mark make with crayons, play with stacking bricks and with modelling dough.

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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