

Inspection report for early years provision

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Inspection date	14/04/2010
Inspector	Christine Clint
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.

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Description of the childminding

The childminder was registered in 1995. She lives with her husband and three adult children in a residential area of Guildford, Surrey. Children have a playroom at the rear of the house and remain on the ground floor; they sleep in the adjoining sitting room and have toilet facilities on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Year Register and on the compulsory and voluntary parts of the Childcare Register. Her husband and one adult daughter are registered as assistants to work with her. The registration is for six children, three may be in the early years age group. There are currently seven children attending the setting during the week; six children are in the early years age group.

The childminder drives or walks to local schools to collect children. There are shops, parks and pre-schools within walking distance of the house. The childminder has a National Vocational Qualification at level three in childminding practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made very sound progress since the implementation of the Early Years Foundation Stage, she has included many new systems to ensure that children's development is effectively promoted. She has followed the recommendations from the last inspection to improve her practice and has successfully increased her own knowledge and understanding of all regulatory procedures. The childminder shows experience and competence in her constant supervision of children, she is continually aware of their welfare needs and spends all her time encouraging appropriate play activities, which meet children's age and stage of development.

What steps need to be taken to improve provision further?

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

- continue to review and develop the systems in place for managing children's progress by including and planning for their next steps in learning
- continue to review and develop the links with and other carers to promote children's progress in learning.

The effectiveness of leadership and management of the early years provision

The childminder has attended recent training in safeguarding children and she shows a competent knowledge and understanding of the procedures to be followed. She shares this information with parents, ensuring that all new parents are clear of her responsibilities to protect the children in her care. Small children's safety is continually promoted because the childminder remains in the playroom with them at all times and all facilities are available to meet children's needs; the home and garden are secure and safe. The childminder has included a record of risk assessment and she is conscientious in her approach to assessing a wide range of risks to children, showing her high level of awareness in promoting safety. For example, the childminder especially avoids crowded places when taking children out and she automatically includes routines during the day to encourage smaller children to understand about tidying away toys; this prevents them tripping when they have just learned to walk. The childminder understands her responsibility for managing her own provision, she has included arrangements with Ofsted for using registered assistants within the home and she ensures that information is updated and regularly shared with Ofsted. She understands the procedures for managing any complaints and recording these, she has the Ofsted contact details displayed for parents.

The childminder shows a commitment to driving improvement because she has followed the recommendations from the last inspection. She has progressed in her understanding of the Early Years Foundation Stage and she is fully aware of the regulatory requirements for documentation to support the provision. She has introduced individual learning records for every child in the early years age range to promote their development and clear observations show their progress, although these do not fully show how children's next steps in learning are identified and included. The assessment records are effectively shared with parents, who have also included their own observations of children's progress at home. The childminder has daily record books in place for each child in her care and parents use these freely. This enables information to be shared equally to ensure that each child's feeding routines, sleep needs and general welfare needs are precisely met every day. All records and contracts for individual children are completed by parents and signed permission is clearly obtained. Parents have included written references to show their clear support and appreciation of the childminder's provision and this shows that strong relationships have been established.

Children have a wide range of resources available within the playroom and these are all accessible at the level of the toddlers present. The childminder organises and sets out activities every day, she continually encourages play and helps children to socialise with each other and extend their thinking. She fully recognises children's individual needs and promotes equality and diversity through her equal approach to meeting children's needs and through including resources to reflect diversity.

The childminder has close links within the local community, she uses the early

years network for attending training and for obtaining advice and guidance. She understands the need to share information with other carers and has successfully received and continued with an already established learning record. She is continuing to develop links with other providers who share the care of children to enable children's learning and development to be promoted. There is sound evidence available to show the childminder is beginning to identify her own strengths and weaknesses to evaluate her own provision.

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

Children are happy and very settled with the childminder and in their surroundings. They move with confidence in the playroom, and find a wide variety of toys which are stored in different containers at their level. They are enjoying and achieving because there is ample provision to hold their interest and the childminder continually interacts with children. She fully encourages children to participate in appropriate activities, which are quickly introduced and frequently changed to meet children's age and stage of development.

Children's health needs are fulfilled because they have daily exercise and fresh air, they play in the garden or the childminder takes them to the park or for a walk. They frequently attend toddler groups or activities at a children's centre in the town. They follow daily routines to encourage their understanding of hygiene, for example, smaller children have their hands cleaned before lunch. The childminder has organised routines for managing nappy changing within the play room and she encourages smaller children to recognise and tell her when they need their nappy changed. Children have regular drinks and mealtimes together, the childminder follows all feeding routines provided by parents and she stores all prepared food from parents appropriately. She recognises signs of tiredness in smaller children and includes daily routines for sleeping to promote children's health and welfare.

Children are safe within the home because there is a high level of supervision which is very appropriate for the children's stage of development. They can move safely and use the carpeted steps to sit at different levels. Children are learning to manoeuvre the resources themselves and they have ample guidance from the childminder to promote their understanding. They are learning not to put smaller items in their mouths during sticking activities. Children show their ability to understand by responding to the childminder when she suggests finding a toy or a book and they are constantly repeating words and learning these. They learn to stick cut out paper shapes and the childminder helps them to use the glue, she names the shapes and children repeat words after her. They practise mark making and copy circle shapes, they ask for more and want to repeat the activity. They talk about colours and learn to count the spots on the picture of a ladybird.

Children are learning to share the toys and they are beginning to understand about each other's feelings because the childminder skilfully uses positive praise and continually reminds children of each other's needs. For example when showing affection to one child, she automatically explains that this is because the child is tired or needs a cuddle; she shows equal affection to children in her care and

equal praise. Children find books and sit together on the floor with the childminder, reading and looking at pictures. They listen attentively because the childminder uses descriptive sounds and actions when reading, this holds children's interest and encourages their increasing concentration. They sit together to manipulate the play dough, making worms and counting them. The childminder introduces spontaneous songs and rhymes, when children find the musical instruments, she shows them how to make sounds using the triangle. The childminder links animal sounds and encourages children to repeat these when they talk about the different animals they find in the box.

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	3
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

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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