

Inspection report for early years provision

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| Unique reference number | 153799 |
| Inspection date | 18/06/2010 |
| Inspector | Chris Mackinnon |

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| 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 2001. She lives with her two children aged 12 and 14 years in Reigate, Surrey. The whole of the ground floor of the childminder's house is used for childminding, with sleeping facilities provided upstairs. There is also a fully enclosed patio and garden for outdoor activities.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of six children may be cared for at any one time, with no more than three in the early years age group. The childminder currently has five children on roll, and all are in the early years age group. The childminder makes outings to local toddler groups, library and children's play areas.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is experienced, and well organised in her support for individual children's care and welfare. Children enjoy a good range of play and learning activities, and benefit from a well prepared play environment, that includes outdoor activities. The childminder works closely with parents to ensure children achieve well, and make progress with their learning. The childminder is developing her use of self-evaluation and support for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop observation and assessment to more fully identify children's next steps in learning
- increase the use of self-evaluation to support continuous improvement

The effectiveness of leadership and management of the early years provision

The childminder is a well established and experienced childcare provider. She shows a good awareness of individual children's interests and has a clear understanding of their individual learning needs. She engages closely with the children attending, and forms strong bonds with them to encourage their confidence and development. The childminder is consistent in her organisation of safeguarding. Children's individual welfare is closely considered, and the childminder has a positive awareness of the need to keep children secure, with clear safeguarding procedures.

The childminder demonstrates some clear strengths, particularly with her understanding of children's social development, and ability to work with children

over a range of ages. She is also consistent in her support for individual children's learning, and the presentation of a suitably prepared play environment. Children benefit from access to well organised play areas that include easy access to outdoor play and learning. The childminder provides a wide selection of resources and presents activities that successfully support children's creative learning and exploration of books and stories. Children can also explore and combine play resources easily, and are consistently encouraged to develop their own play ideas.

The childminder has a positive awareness of diversity and provides a selection of diversity based play resources and materials. Children have travel based games and role play to help support their awareness of the wider world. Children are introduced to different cultures, mostly through planned festivals, and well organised art and creative projects.

The childminder takes a positive interest in her relationships with parents and other carers. She provides detailed notes and information for parents on the how the younger children's care and welfare is maintained. She also works positively with parents to ensure older children engage well in their play and learning, and make progress. The childminder spends time with parents, discussing and reviewing individual children's achievements, and parents are consistently encouraged to support their children's play and learning.

The childminder is instinctive in her application of reflective practice and ability to review her play programme. She takes note of individual children's responses to activities, and is able to make changes to the presentation of resources, and organisation of the play environment. The childminder's use of self-evaluation to support continuous improvement, is not yet fully established, and is noted as an area for development.

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

The childminder provides an effectively planned range of activities to promote children's learning. Her organisation of activities is based on the children's own interests and observation of their development progress. The childminder's play programme encourages a high level of child led learning, and provides many opportunities for children to explore resources and be creative and inventive.

The childminder provides close support and guides children's learning effectively. She displays an effective knowledge of the six areas of learning, which are well included and promoted during her activities and daily care. Children have frequent opportunities for one-to-one learning, with many questions and prompts used to encourage development. The childminder is aware of the need to observe and assess children's progress. She uses well presented folders to track and record their learning experiences, and is able to give a clear account of the children's achievements. The identification of children's next steps in learning, is not yet fully established within the childminder's assessment system, and is an area for development.

Children's health and welfare is consistently promoted, with good support also for their independence and personal care. A range of healthy snacks are provided and children are encouraged to learn about healthy eating and try new foods. The childminder consistently supports children's safety, and children are positively encouraged and welcomed within her home. A clear range of safety features are also in place, including effective risk assessments and the provision of close supervision outdoors.

The childminder provides children with a good range of experiences that effectively promotes their future learning skills. She has a particular focus on encouraging children's communication and developing their awareness of words and books. Children's enjoyment of mark making, drawing and art crafts, is also strongly featured within the play programme. Children use counting, shape sorting and puzzles to encourage problem solving and their awareness of numbers. The childminder also provides opportunities for expressive play and learning, with role play and small world resources well used to develop children's creative thinking. The childminder make good use of her outdoor play area to encourage children's learning, and provide many opportunities to promote physical skills and confidence. The provision of frequent outings and learning about nature, also successfully contributes to the children's knowledge and understanding of the world.

Children are consistently encouraged to play safely and to share their resources and play experiences. The childminder has spent almost ten years working as childminder, and has built up considerable experience in managing children's behaviour. She also shows good skill in guiding children to be aware of others, and encouraging their personal and social development.

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

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| 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

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| 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

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| 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

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| 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