

## Inspection report for early years provision

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<b>Unique reference number</b>	EY225183
<b>Inspection date</b>	17/06/2010
<b>Inspector</b>	Kerry Iden

<b>Type of setting</b>	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 2002. She lives with her husband and four children in Milford, a village near Godalming in Surrey. The ground floor of the childminder's house is used for childminding with sleeping facilities provided upstairs. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding 15 children, 11 of whom are in the early years age group and all of whom attend on a part-time basis. The childminder walks or drives to local schools and nurseries to take and collect children. She attends toddler groups, one of which she helps run with other childminders within the group. She also takes children to the library and local park. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a big commitment to her childminding and the families she works for, she is professional in her approach to her work and calm in her delivery to the children. Children are making good progress in their development, feel safe and secure and enjoy their time in the setting. This is because the childminder has a good knowledge of child development and ensures children are making good progress across all areas of learning. Her vision for her setting and commitment to her chosen career, indicate that she has the capacity to continually improve her practice and raise standards for children.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure for each type of outing a full risk assessment is carried out. The assessment must be reviewed before embarking on each specific outing (Safeguarding and promoting children's welfare) 17/07/2010

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

- use the observations made on children to identify their next steps to ensure steady progression towards the early learning goals

## **The effectiveness of leadership and management of the early years provision**

The children within the setting are protected from harm as the childminder has a good understanding of all aspects of safeguarding. The childminder is keen to keep her knowledge up to date and regularly attends refresher training in this area. She has written policies and procedures that she would follow should she have any concerns. Children's safety is monitored by the childminder as they play. This is reinforced by the frequent risk assessments carried out on the setting by the childminder. However, risk assessments for outings are not yet completed. The childminder also has other strategies in place to safeguard the children. These include emergency arrangements with other registered childminders, fire drills carried out with the children and by having a strict policy around the safe collection of children from her care.

The childminder offers a warm, organised and professional service, she is enthusiastic and passionate about her work. She is keen to work collaboratively with the parents, supporting them to provide a consistent approach for the children. The childminder completed the Ofsted self evaluation form and found this to be a useful tool to evaluate all aspects of her service. The childminder demonstrates that she has an accurate knowledge of her strengths and weaknesses and plans to use this system to continue to evaluate her service. Parents and children's views and opinions are valued by the childminder. The childminder has fully embraced the implementation of the Early Years Foundation Stage and is keen to continually update her knowledge on different subjects demonstrating that she has the capacity to drive improvement within her own setting.

The childminder makes good use of the space within her home. She has dedicated most areas of the ground floor of her property to childminding. This allows an enabling environment for young children where they can make independent choices about where they want to play. Children are able to use one room on the first floor for day time naps, where their normal routines are considered. Some children are developing a real sense of belonging within the home as they confidently know where things belong and where to find their favourite resources. The environment is, therefore, conducive to learning, safe and well cared for. The childminder has a good knowledge of each child's background and, with ongoing discussion with parents, fully understands the individual needs of each child in her care. Through routine and planned activities, resources and her own personal circumstances the childminder is helping the children gain a positive attitude to value and respect differences between people. All children are effectively challenged given their own capabilities, ensuring all are making progress from their own unique starting points.

Parents receive detailed information through the childminder's policies and procedures when they start in the setting. They are asked to complete documentation about their children to give the childminder a clear understanding of each child's individual needs. Daily verbal exchange and the written information through the daily diaries ensures parents are fully informed of the type of day their

child has had. Parents are made aware of the observations and development records that are being completed on each of the minded children in the early years age group and are invited to share these at any time. Parents are fully supported by the childminder as she works collaboratively with each family. Therefore, partnerships with parents are well established. The childminder has secure understanding of the need to extend this to working in partnership with other providers. The childminder has made very good links with one setting where developmental information is shared about the child to ensure a consistent and fulfilling time for the child at both settings.

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

Children are incredibly secure within the setting. They demonstrate huge amounts of confidence as they make independent choices about their play and move around the childminder's home with direction and purpose. They are displaying high levels of independence skills, they can visit the bathroom and be successful in completing little tasks the childminder gives them do, for example, collecting spoons for yoghurts at lunchtime. The interaction amongst the children is caring and warm, older children organise the younger ones who in turn enjoy copying the bigger ones. The children remember to include everyone, for example, as two of the children pretend to make soup in the garden with the sand, bits of grass and anything else they can find to mix in, they remember to include the younger child. The interaction between the children and the childminder is very warm and nurturing. The childminder has a calm approach in her delivery and cares for the children. She has a good knowledge of child development and the different aspects that make up each of the areas of learning. This allows children to achieve whilst they enjoy their time in the setting. The childminder records her observations of the children against the areas of learning although as yet does not fully utilise the observations she makes to plan next steps in children's development.

Children are learning how to keep themselves and others safe. The childminder fully promotes this through every day activities. For example, as younger children learn the skills required to safely get down the steps into the garden. Similarly as children prepare for outside play they understand the need to protect themselves from the sun, as they find their hats and help rub in their sun cream. Children's understanding of safety issues is demonstrated through their play as they use the straps as they place their dolls in car seats and high chairs. Children are understanding what contributes to a healthy lifestyle. They are able to enjoy the foods freshly prepared by the childminder who promotes healthy eating. Snacks are simple as children are busy, drinks are replenished through the day and the childminder reminds the children that it's important to drink as it's a hot day. Fresh fruits compliment a sandwich meal at lunchtime with home made dinners in the evening. Children are positioned securely in appropriate seating for their stage of development. This still allows for good interaction, as the childminder fully promotes meal times as a sociable occasion and a chance to reinforce children's knowledge of table manners and independence skills.

Children's progress in communicating, language and skills relating to information

and communication technology is developing well equipping children with the skills they will need for the future. The use of electronic resources encourages and challenges children of different ages. Children particularly like to use a selection of telephones in their role play activities which compliments their skills in communicating. Being a part of the local community and spending time away from the childminder's home is included in the normal weekly routine. Children interact with other children and adults at toddler and childminding groups. Children display a strong sense of belonging and security within the setting. They are confident and build good levels of self esteem and strong relationships within others. Children take initiative, working well independently as well as collaboratively and cooperating with their peers. Behaviour throughout the inspection is very good, children are busy and occupied. They are keen to play and learn and show consideration to others allowing everyone to make a positive contribution to the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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