

Inspection report for early years provision

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Inspection date	22/09/2010
Inspector	Louise Bonney
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 registered in 1992. She lives with her husband and son in West Clandon. Parks, schools and preschools are within walking distance. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. She has pet dogs.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, no more than three may be in the early years age range. She has three children currently on roll in the early years age range who attend part time. The childminder provides care from Monday to Friday throughout the year.

The childminder takes and collects children from local preschools and schools and goes to several groups regularly, including the SureStart Children's Centre. 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 satisfactory.

Children benefit from accessing a wide variety of activities with most mornings spent out in the community. The childminder carries out some evaluations on her provision and observes children's progress, which helps her provide sufficient levels of challenge overall in their learning and development. She develops close partnerships with parents and exchanges enough information with other provisions to provide continuity in their care and learning. She safeguards children well through her rigorous risk assessment and close supervision of the children, and children develop good health and safety awareness.

What steps need to be taken to improve provision further?

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

- take account of individual children's interests and development when planning how to flexibly deliver their identified next steps in learning, inside and outside
- develop reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- update the record of risk assessment to include any assessments of risks for different types of outings and trips.

The effectiveness of leadership and management of the early years provision

Children play in safe and secure premises. The childminder rigorously identifies hazards indoors and on outings, although she does not include outings in her written records to further support her establishments review. She closely supervises younger children indoors as they frequently show interest in the low level ornaments, which she teaches them not to touch. The childminder develops written policies and procedures that are inclusive and maintains her documentation appropriately. She is aware of the appropriate safeguarding procedures and guidance. She shares this with parents which ensures the safeguarding of children and supports their welfare.

The childminder shows sufficient commitment to continual development. She attends some training and support meetings that help her implement the Early Years Foundation Stage. She has introduced systems for monitoring children's progress towards the early learning goals. She seeks and acts upon feedback from parents about her provision and has identified some areas for further development, such as the introduction of new activities to support children's physical skills. However, she has not fully developed a system of reflective practice and self-evaluation to improve the quality of the provision for all children. The childminder generally demonstrates sufficient understanding of the Early Years Foundation Stage although her provision varies, with some activities not always being sufficiently targeted or challenging. This leads to outcomes for children being broadly satisfactory.

Children access a suitable range of resources provided by the childminder and accessed during visits to various groups, parks and friends' houses. The childminder includes children with different backgrounds by introducing new resources, such as ethnic dolls and books in their home language, which supports their self-esteem. Children learn about sustainability as the childminder talks to them about items they are going to save for recycling. The childminder uses safety gates to create play areas in the house and the children enjoy outdoor activities, such as accompanied access to the garden where they use wheeled toys and explore natural materials.

The childminder has good partnerships with parents. She seeks information about children's individual starting points and needs through the completion of contracts, various questionnaires and consent forms. She shares information about children's progress and interests through daily discussions at handover and through sharing daily diaries and records of their learning journeys. This supports good continuity in the children's care and learning. The childminder develops links with other provisions that children attend and exchanges information with them verbally.

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

Children separate happily from parents on arrival and receive a warm welcome from the childminder and children already present. They quickly find the toys set out accessibly in boxes on the floor and begin to make choices in their play. The childminder interacts well with the children during their activities. As they play with the picnic set she names the utensils and encourages them to put them in sets, and children enjoy doing puzzles as they explore shape and size. They explore materials as they manipulate and mould play dough, developing strength in their hands as they squeeze it tightly, and develop new skills such as how to fit different patterned rollers onto a handle. Children develop good communication skills and enjoy their many extended conversations with the childminder. She encourages them to recall events, talk about their activities and read stories to the younger children, reminding them of how to turn the pages as they describe the pictures. Younger toddlers are less engaged in these activities as they are aimed more specifically at the older children and do not reflect their level of development or interest well. Children develop an awareness of boundaries and understand how to stay safe, for example, by not touching the ornaments.. In the garden, which children access when accompanied by the childminder, all the children love the space and freedom as they run and use larger wheeled toys to create a circuit to go round. Children explore their environment as they visit the goats in the local area, open gardens, woods and parks. They socialise in larger groups as they play with children at soft play centres, toddler groups and when visiting friends. They go for special trips on the bus or train. This provides them with good opportunities to learn about their community and its diversity.

The childminder observes children during their activities and monitors their progress towards the early learning goals using photographs and brief written observations. She identifies some aspects of their development she wishes to promote, such as independence skills, doing puzzles, and using a baby walker. However, her provision does not always reflect children's individual levels of development, as the childminder is not totally secure in her understanding of the Early Years Foundation Stage. This prevents the childminder from aiming high in all areas of children's development, and leads to overall satisfactory outcomes.

Children behave well and develop good understanding of health and safety. They evaluate appropriate risks, such as when they carefully climb up and down the step in the garden, with older children learning how to safely help younger children. Children's parents provide all their food and the childminder ensures they eat the most nourishing contents of their lunch boxes first and have frequent drinks of water. They learn about not spreading germs, for example, when the childminder reminds them to cover their mouths when coughing. The childminder shares information with parents about children's sleeping patterns, which helps to ensure they have opportunities for sufficient rest during the day. Children have consistent boundaries through the close supervision they receive from the childminder, which helps them develop appropriate and polite behaviour.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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