

Inspection report for early years provision

Unique reference number	120793
Inspection date	06/12/2010
Inspector	Catherine Greenwood

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 2001. She lives with her child aged 11 years in Addlestone, Surrey, close to shops, parks, schools and public transport links. The childminder's home is situated in a residential area. All downstairs rooms are used for childminding purposes, and there is a bathroom on the first floor. The childminder has a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Registers 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 five children in this age group, of whom four attend part-time. She also offers care to children aged over five years to 11 years. 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 overall quality of the provision is good. The childminders ability to work in partnership with parents and others, and safeguard children's welfare is a key strength of the provision. She takes action to make continuous improvements and actively involves parents and children in this process. Self-evaluation focuses on the strengths and weaknesses of the provision, although some regulatory requirements and aspects of good practice within the Early Years Foundation Stage guidance have been missed. The childminder has a positive approach to improving her own knowledge and is currently attending training to obtain an early years qualification.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children policy includes the procedure to be followed in the event of an allegation against the childminder (Safeguarding and promoting children's welfare). 10/01/2011
- ensure the record of the risk assessment clearly states the date of review (Documentation) 11/01/2011

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

- improve the use of observations and assessments to identify learning

priorities for each child.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has an excellent knowledge of child protection procedures which she uses to liaise with other agencies. However, the childminder has not considered the action she would take if there was an allegation against her personally. Risk assessments include updated information to ensure children's safety. However, review dates have not been recorded. These are breaches of the regulations.

Partnership is outstanding. The childminder uses her excellent observation skills to work with parents and other agencies to identify aims and objectives for children's development and well-being. She has an informed knowledge of the support that parents and their families need. Comprehensive developmental progress reports for each child show the childminders exceptional commitment to working with parents to help children reach their full potential. Shared dairies with parents and other childminders provide a accurate picture of children's needs, activities and individual routines. The childminder recognises that these are a valuable source of information for parents and everyone involved with the care of each child. The childminder develops excellent communication with local schools and provides parents and teachers with information related to children's individual learning and progress. However, systems used to identify the next step for children's learning, are not regularly updated to reflect the childminders excellent knowledge of their individual progress.

The organisation and variety of play equipment is good. The childminder adapts the environment according to the changing needs of the children, and makes resources easily accessible at all times in the playroom . Children are fully included because she encourages them to play together, help each other, and talk about what they like. She encourages their involvement in everyday events such as helping to pack the dishwasher, tidy up, and prepare food. Children's interest in using resources is successfully captured through the childminders animated interaction in their play.

Self evaluation processes fully include parents and children. Parents are regularly consulted on their views about the provision. An annual appraisal form includes very positive comments such as 'We couldn't be more impressed with how our child has settled in and we believe this has been achieved by the childminders experience as a childminder and a mother. Our child is so happy in her care, and the care my child receives is of a very high standard and I would highly recommend the childminder to any parent of young children'. A record of self-evaluation is partially completed and includes clear aims for improvement, for example, the introduction of a cafe style snack time, and increasing the range of outdoor play equipment.

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

Children make good progress in their learning and development. They are very happy, content and settled due to the consistent approach the childminder establishes with parents. Children show good independence as they choose their own resources and are confident to tell and show the childminder what they want. The well established routine enables them to understand what is expected, and outings to toddler groups increase the opportunities for them to be independent within their play, as well as learn how to interact and share with other children.

Regular outings to the local library help children develop an interest in books, listen to stories and learn to sing nursery rhymes. The childminder captures children's enthusiasm and involvement through using 'story sacks' with resources related to books such as 'the old lady who swallowed the fly'. Children's language development is successfully promoted through consistent opportunities for them to say what they want, and be included. Toddlers are beginning to repeat and say familiar words, and all children are encouraged to express their thoughts and views during small group discussions, where the childminder asks open ended questions. They have regular opportunities to draw and make marks through painting, chalking on the patio, and face painting. Some younger children can recognise their name.

Children develop their concept of size and shape as they do lots of building and sorting. They can successfully match pieces of puzzles, and enjoy lining up toy cars. The childminder introduces learning related to number, for example, as children are encouraged to look at numbers on front doors, count how many children are in the buggy, and the amount of letters that come through her letter box. Children have good opportunities to share information about their own family beliefs, and the childminder ensures that all children understand and accept these differences. They take part in activities related to cultural events such as making calendars for Chinese New Year, create Christmas decorations, and learn about Diwali through discussion and activities related to fasting.

Children use junk resources to build and construct their own designs. They learn about how things grow as they plant a wide variety of vegetables in the childminders garden, such as peppers, tomatoes, and strawberries. They enjoy

blackberry picking at a local farm, and apple picking in a nearby garden which they use to make apple and blackberry pies. Children develop an understanding of the features of living things as they help the childminder to feed her pet fish. They have good opportunities to explore the environment through a range of outings, for example, to the shops, adventure parks, woodland areas and National Trust Gardens, and to small airports to watch the planes take off and land. A video camera, walkie talkies, metal detector, and a remote control car provide children with an excellent range of programmable toys, and successfully capture their interest in how things work.

Children improve their gross motor skills as they play golf, visit soft play facilities and have regular opportunities to use large equipment and paddling pools at local parks. They develop their creativity as they draw, paint, and use glue, play dough, corn flour and craft sets. The childminder puts herbs, spices and lavender into paint which enables children to develop their senses. Children play imaginatively as they use a wide range of resources, for example, they enjoy transferring oats into different containers whilst using tea sets. They feel safe and secure due to the childminders ability to form close and caring relationships and meet their individual needs. Her commitment to ensuring they are happy and have fun is fully evident. Children have good opportunities to learn about their own safety on outings and as they take part in regular fire evacuation practices. Good hygiene procedures are in place to prevent the risk of cross infection. Children are provided with home cooked food which accommodates their individual dietary needs, and likes and dislikes.

Children benefit from a wide range of experiences. Photographs show them crawling through tunnels during visits to a farm, climbing a wall of tyres, playing on tractors, looking at piglets, playing in the snow, and enjoying trips to Hampton Court. An established routine and a two weekly rolling plan includes regular events such as outings to toddler groups, the library, soft play facilities, walks to local parks and school runs. Children's love of animals is fully embraced through visiting pet shops and handling small animals during farm visits. They are encouraged to be as independent as possible and learn to take off their own coat and shoes. There is a good balance of adult led activities and free play opportunities. The childminder uses her own involvement to build on children's concentration levels, and says 'she takes her lead from the children and provides opportunities for them to have the freedom to do things they enjoy, and feel proud of what they have achieved?.'

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	1

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met