

Inspection report for early years provision

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| Unique reference number | EY410199 |
| Inspection date | 16/12/2010 |
| Inspector | Jo Scott |
| 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 2010 and lives with her husband and one child aged one year in a house in the Bellfields area of Guildford. The home is within walking distance of local shops, parks, schools, pre-schools and public transport links. The childminder's home is accessible and in practise children use the ground floor for play. Rest and toileting facilities are provided on the first floor. There is a secure garden available for outdoor play. The family have goldfish in a lidded tank as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a total of five children, of whom two may be in the early years age range. She offers care to children from birth to teens, but currently she has two children on role, both in the early years age range and both of whom attend on a part-time basis. She 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 is attentive to children. The two way flow of information between her and the parents mean that the childminder knows how to support each child and meet their needs. Systems for self-evaluation are effective and have already highlighted to the childminder her main strengths and areas for development. This is driving development.

What steps need to be taken to improve provision further?

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

- ensure that any systems used to observe and share information about children's development track progress to show any gaps in achievement, and identify next steps as children build up ideas, concepts and skills.

The effectiveness of leadership and management of the early years provision

The childminder has made an effective and enthusiastic start to her business. She has a set of detailed policy documents which set out the way she operates, and these are shared with parents. They include the procedures to follow in the event of a child protection concern, and the childminder demonstrates verbally she understands her responsibilities in relation to this. The childminder supervises the children well. She moves with them as they play on the ground floor of her home. Regular risk assessment ensures that the premises remains secure and any

hazards are identified and minimised. For example, she ensures an electric heater used to warm her utility room is switched off and cools before children access the area. The childminder is very well organised, and all regulatory documentation is maintained and stored appropriately.

Toys and resources are organised very well in the conservatory. The use of labelled, transparent draws at low level enable young children to see what is available and make choices about their own play. Resources include those which promote the diverse world in which children live, including those which reflect their own experiences. This helps children to learn about themselves and others and promotes positive attitudes and understanding. The childminder plans the activities the children experience, taking into account their interests and skills.

The childminder has implemented a cycle of self-evaluation. This has already been very useful in reviewing how she delivers the learning and development requirements of the Early Years Foundation Stage, looking at issues such as behaviour management and practices such as evacuation. The childminder's use of observation and development records shows that children make good progress in their learning, although systems do not readily identify where any gaps in learning occur, or focus on next steps. Learning journey records are regularly shared with parents, and this is supplemented through the use of daily diaries to highlight children's achievements. Where other carers have previously been involved in the care of minded children the childminder ensures that information is shared through parents in relation to children's welfare and learning experiences. This promotes working in partnership. Feedback from parents is very positive. They value the environment and the activities the childminder provides.

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

Children are settled and enjoy affectionate relationships with the childminder and her family. They confidently move around the ground floor making independent choices about the resources they use, and approach the childminder regularly to involve her in sharing books and playing. The childminder promotes children's speech and understanding by talking about the pictures in books and in flash cards. Children enthusiastically call out the words they know, make a variety of relevant animal noises and join in with actions as pretend they are mice squeaking and kangaroos jumping. They learn how things work as they operate a toy till and then role play shopping, acting out real life experiences.

The children experience a wide range of child initiated and adult led activities in and out of the home. The childminder supports children as they gain confidence mixing more widely at toddler group and building friendships with their peers. She provides lots of art and craft activities and children enjoy hand printing reindeer's and making textured seasonal snow men pictures. There are plenty of opportunities to be outside as they play in the garden and visit the park. The childminder ensures children's individual routines are followed. She recognises that young children benefit from resting during the day in the comfort of a travel cot,

and plans her day around this. Young children are beginning to learn about safety through discussion and experience, for example, about road safety on their regular walks.

The children enjoy the home cooked meals provided by the childminder, in line with their individual requirements. The childminder extends their experiences and recognises that young children benefit from being offered a varied diet, even if they initially demonstrate they dislike something. Her un-pressured approach to eating helps children develop good meal time habits. Children behave well. The childminder communicates clearly and gets down on the floor to their level so that she makes herself understood. They respond to her praise and encouragement. Children are learning to re-use materials and the childminder displays information about recycling, promoting a valuable skill for the future.

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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| 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 | 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

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| 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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