

Inspection report for early years provision

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Inspection date	17/01/2011
Inspector	Catherine Hill
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 2010. She lives with her partner and child aged one year, in Seale near Farnham, Surrey. Minded children have access to the ground floor of the home for play activities, with sleeping and bathroom facilities upstairs. There is an enclosed garden area for outdoor play. The home is close to local amenities. The family has a cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for three children in this age group at various times during the week. She also offers care to children aged over five years to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively organises her practice to provide children with a warm and welcoming, family environment for their care, learning and play. Children are very happy and content as the childminder is attentive in ensuring their individual needs are met. The childminder's policies and procedures are generally very good and they support her practice in providing good quality care for children. She has a positive attitude towards continuous improvement and has been proactive in developing her own knowledge and skills to support her delivery of the Early Years Foundation Stage requirements.

What steps need to be taken to improve provision further?

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

- reinforce hand washing procedures, as appropriate, during everyday activities
- review and update policy documentation shared with parents to reflect the Early Years Foundation Stage framework

The effectiveness of leadership and management of the early years provision

The childminder devotes her time to ensuring all children are happy and well occupied. She has a very good range of age appropriate play resources, which she rotates and introduces into play to maintain children's interest and stimulation. All children are treated with equal concern and they have fun as they explore a variety of toys which promote learning in all areas. Children's welfare is safeguarded as the childminder understands her role and responsibilities with regard to child protection. She has a detailed safeguarding policy, which she shares with parents, and she closely supervises children as they play. The

childminder is very vigilant with regard to safety and carries out a daily safety check of her home. Risk assessment records are maintained for both the home and outings that children are taken on. Hazards within the home have been identified and minimised; for example, safety gates prohibit children from freely accessing the stairs and kitchen.

The childminder has a very positive attitude with regard to working in partnership with parents and others involved in children's care and education. She has established very good relationships with parents and this contributes to children's individual needs being well known, with both verbal and written information shared on a daily basis. Parents confirm they are happy with the childminder's care and with the 'excellent and detailed information' shared about their child. The childminder has completed a self-evaluation form reflecting on her practice and has identified areas for improvement. For example, she would like to develop the use of her outdoor area to further support children's play and learning.

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

Children are making good progress with their learning and development. They show a strong motivation to learn as they actively explore the range of age appropriate toys set out for them to freely access. The childminder allows children to follow their own interests, which reduces the incidents when they may feel frustration. Detailed information about children is obtained from parents and used, with regular observations of children's play, to track children's development and plan their next steps. The childminder maintains learning journey records for all children and has an observation policy to support her practice, although this has not been updated to reflect the Early Years Foundation Stage framework. Children enjoy their play and have good opportunities to develop their future skills. The childminder fosters their interest in books as she sits with children to read to them and discuss the pictures in books. Children are encouraged to turn the pages, developing their awareness of the direction of print. They learn about the natural world and develop their vocabulary as the childminder names animals they see in pictures, such as a donkey, goat and duck. The childminder encourages children to feel the different textures in sensory books and uses this opportunity to develop children's awareness of descriptive language as she talks, for example, of the softness of the material children touch. Children rise to the challenge of building a tower with wooden blocks and stacking beakers, and learn about numbers and their sequence as the childminder counts the pieces used. They have opportunities to develop their creative skills through play with musical instruments and through craft activities, such as finger painting.

The childminder practises her emergency evacuation plan with children to help develop their awareness of safety within the home. Children are securely fastened into their high chair for a snack and the childminder talks to children about safety, when appropriate, during play. The childminder works in partnership with parents to meet children's individual dietary requirements. Children enjoy a variety of healthy snacks and meals. They sit together to eat a snack of banana and the

childminder develops children's awareness of hygiene routines as she cleans their hands after they have eaten, although hand washing is not reinforced before children eat. Children play in a home environment that is maintained to a high standard of cleanliness, and they move freely around the floor area as they sit, for example, to play with pop-up toys. They behave very well as they play alongside one another, and the childminder instils a sense of fair play in them as she ensures all children have a turn pushing the wheeled train around.

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	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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