

Inspection report for early years provision

Unique reference number	121696
Inspection date	02/02/2011
Inspector	Jill Steer
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.

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 1996. She lives with her husband and children aged 18, 16, seven and six years in Dorking, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. She has three cats as pets.

The childminder is registered to care for a maximum of three 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 one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care needs are well met and the childminder provides them with a good range of appropriate activities to ensure that they benefit from the time they spend with her. Supportive partnerships are fostered with the children's parents which ensure consistent care is provided that meets the children's individual needs. The childminder has a positive attitude towards developing her practice and takes appropriate steps to identify and improve the quality of the service she offers.

What steps need to be taken to improve provision further?

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

- improve record keeping of childrens developmental progress to plan for their next steps
- regularly update the written risk assessment

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to safeguard children and is aware of signs that a child may be at risk of harm. This enables her to follow the appropriate procedures, should she ever have any concerns about a child in her care. The childminder is suitably experienced and qualified to care for children and has a good understanding of how children learn. She provides a very stimulating environment where children can play and learn safely. All the required documentation is in place to ensure the childminder knows about each child's care needs. Daily checks are completed of the childminder's home before the children

arrive. Risk assessments are completed for the home, garden and places they visit to identify and address any possible hazards and make sure they are safe for the children. However, the records of these are not updated.

The childminder's home is organised so that children have space to play and can easily access the range of resources on offer in the living room. As a result, children are able to make independent choices in their play and learning which are appropriate to their age and stage of development. All children are clearly happy and thrive as a result of the childminder's care and they make good progress in their learning and development. The childminder helps children learn to value different aspects of their own and other people's lives, treating everyone as an individual, through her positive attitude to promoting equality and diversity. The childminder has begun to evaluate her practice and is aware of her strengths as well as areas for further development. The childminder has developed good partnerships with parents. She knows children's individual needs because she seeks information about their likes and dislikes as well as their routines. The childminder is aware of the need to foster partnerships with others to support children's individual learning.

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

Children enjoy their time with the childminder and have formed close attachments to her. As a result, they are happy, settled and confident in her care. Their independence is fostered well as they have access to a good range of resources that are age appropriate and the childminder regularly asks them to choose what they would like to play with. Children involve the childminder in discussion and activities, demonstrating that trusting relationships are formed. She gives them praise which improves their self esteem and confidence as well as providing a role model for respectful behaviour. The childminder observes the children as they play, so has a good understanding of their developmental stages. She uses this information to help plan for the next steps in their learning so they make good developmental progress. However, the childminder does not use learning journals to evidence each child's development across all areas of learning. The childminder supports children in their play, skilfully allowing them the freedom to play alone, constantly aware of what they are doing so she can offer support and encouragement if needed. A good balance of adult led and child initiated activities are planned and many are devised as a result of children's own interests.

Children enjoy as many activities outdoors as they do indoors, such as digging and planting seeds in the garden. Their many local outings help children learn about and become part of their immediate community and some activities help them learn about the wider world. For example, they visit the local church hall on the way home from the morning school run as well as visiting places of interest further afield. The time spent out of doors helps children develop and enjoy the benefits of leading a healthy lifestyle. They dress according to the weather conditions and extend their learning in areas such as keeping themselves safe as they walk along the roads. They know that at roads they must look both ways and sometimes have

to wait if cars are coming. The vegetarian food on offer takes account of individual preferences and dietary requirements and includes very healthy options. Good personal hygiene skills are developed as children wash their hands routinely after using the toilet and before meals, each using their own towel to protect them from cross infections.

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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