

Inspection report for early years provision

Unique reference number	EY404752
Inspection date	28/09/2010
Inspector	ISP Inspection
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 one-year-old son in Lower Kingswood, Tadworth, Surrey. The whole of the home is used for childminding purposes and there is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children, of which two may be in the early years age group. She is currently minding three children in the early years age range, who attend on a part-time basis. She also offers care to children aged over five years to 11 years.

The childminder takes and collects children from local schools and nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and obviously enjoy their time with this caring childminder. She provides an inclusive service which recognises, values and supports the uniqueness of each child. As a result children make strong progress in their learning and development. The childminder demonstrates a strong capacity to make continuous improvement accessing various training courses and beginning to reflect on her practice. She has started a formal self-evaluation document but not yet fully completed this or involved parents and children in this process. Good progress has been made in the short time she has been caring for children.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessment states who carried it out (Documentation) 29/09/2010

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

- ensure children have opportunities to develop their understanding that people have different needs, views, cultures and beliefs through the activities and experiences they participate in
- develop further the formal self-evaluation process which is in place to allow for further reflection on all aspects of the provision in order to improve the quality of provision for children

The effectiveness of leadership and management of the early years provision

The childminder understands her important role in safeguarding children. She has effective procedures in place should she have any concerns that a child may be at risk from abuse. She plans to attend further training to enhance this knowledge. Children are provided with a safe and secure environment as the childminder closely supervises the children. A visitor's book helps reassure parents as visitors are asked to sign that they were not left unsupervised with the children. The childminder effectively uses her written risk assessments, in and out of the home, to identify any areas of concern. The record of risk assessment is in place but does not state who carried it out and this is a requirement. Children move around the home safely as space is well-organised. They happily access, and self-select, from a good range of well-maintained toys and equipment. They are confident to ask for items which are not easily accessible for safety reasons.

The childminder has a clear vision for the future and is obviously enjoying her role. She has started reflecting on her role so far and is able to identify areas she would like to develop. In order to support her written observations regarding children's learning and development she has booked to attend a training course. She has recently commenced a formal self-evaluation document to further support this reflection and is aware of the need to seek the views of parents, children and other professionals to support this process. Required documentation, policies and procedures are attractively maintained and confidentially stored, supporting the smooth running of the setting. Inclusive practice is promoted as the childminder clearly values every child in her care. She plans and provides activities which they enjoy and build on their interests. For example, to support babies enjoyment of music there are musical toys in the home and they visit a singing group each week. Recognising that society is very diverse the childminder is aware that she needs to provide children with opportunities to explore the different needs, beliefs and cultures of society. This is not fully in place yet. All children are treated fairly and the childminder gives clear explanations to support this. When one of the children wants her sole attention the childminder calmly explains all the children are important and all need her attention.

Strong links exist with parents. The childminder works flexibly with parents over the hours she minds to meet the individual family and children needs. They receive daily feedback about their child and often receive photographs which enable them to see what their child is doing during the day. They have access to their child's learning and development record encouraging them to be involved in their child's learning and development. Feedback from parents indicates that they are very happy; stating their children have made great progress, stimulating and happy environment and the daily reports are very helpful. Links are in place with the various settings other children attend to help support continuity and consistency in individual learning and development.

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

Children show lively enthusiasm in their learning confidently choosing or saying what they would like to play with. Babies demonstrate they feel very secure as they often go to the childminder for cuddles and support. She responds with warmth and enthusiasm and supports learning by spending her time with the children. Children participate in a variety of interesting activities which the childminder plans in and out of the home, demonstrating her good knowledge of the Early Years Foundation Stage. Clearly written and attractively presented observations and assessments are used to record achievement and plan for the next stage of learning. Children cover several areas of learning during one activity. When exploring the play-dough the children discuss colour, size and shape. When they wonder what might happen if they put the dough in water the childminder provides a bowl and they experiment and observe the changes. When the activity is over and the dough has been taken out of the water to dry the children excitedly state that it has 'gone back to normal'.

Good progress is made for every child in the six areas of learning. Children are very confident to communicate and lots of happy conversations take place with the childminder promoting discussion and thinking by regularly asking questions and giving explanations. This is meaningful to the children as the childminder asks them to remember what they ate for breakfast so they can write it down for their parent. Children enthusiastically enjoy this and also remind the childminder what younger children ate. Children enjoy looking at books and often visit the library. Children are confident to count, match, sort and name their shapes and recognise some numerals. When looking at the weather chart the children confidently place numerals one to five in the correct order with appropriate support from the childminder. These varied activities help set the foundation for future life-skills. Regular walks to feed the ducks and visit local farms support children in learning about the wider world. Creative skills develop as the children happily use their imagination during a tea party, draw and paint pictures, explore music and experience different textures.

Children's health and well-being is well promoted. They have regular access to fresh air during daily visits to the park and on the walk to school. At the park, and in the garden, they develop their large muscle skills as they use the climbing equipment. Small muscle skills develop as the children make their own sandwiches, push buttons and carefully turn the pages of books. Meal times are social occasions and the children benefit from a well-balanced diet which is freshly cooked. Learning continues during meals, with the children confidently counting how many pieces of cereal they have left. Children learn about keeping safe as they are given explanations about safety issues. When water is spilt the childminder discusses they must wipe it up so they do not slip. Children behave well as the childminder is a positive role model who treats every child consistently and fairly. They receive regular praise for their behaviour and achievements and this helps develop their confidence and self-esteem.

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	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	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	3
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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