

Inspection report for early years provision

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Inspection date 15/02/2011
Inspector Michele Beasley

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 1990. She lives with her husband and two adult children in a residential area of West Horsley, near Guildford in Surrey. The whole of the ground floor of the childminder's house is used for childminding, with sleeping facilities provided upstairs. There is a fully enclosed garden for outside play. The family has a dog. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for a maximum of six children at any one time, no more than three of which may be in the early years age range. She currently has four children on roll who attend full and part time in the early years age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a welcoming, happy home environment. Overall, the childminder's good knowledge of the children in her care ensures their welfare and learning needs are met. Children are making good progress in all areas of their learning and development. The childminder consistently reflects on her practice, has a good understanding of her strengths and is able to highlight areas she wishes to improve. She demonstrates a good capacity to maintain continuous improvement to benefit the children in her care.

What steps need to be taken to improve provision further?

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

- involve parents more in their children's learning and development, for example, by encouraging them to contribute to the systems for observational assessment .

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure environment. The childminder has a very clear understanding of the procedures to be followed should she have any concerns regarding individual children's well-being. Risk assessments carried out for the premises indoors, outdoors and for outings children are taken on are robust and regularly reviewed. This ensures children are kept safe and free from harm as all hazards they may be exposed to are identified and acted upon. Regular practice of fire drills help children learn to take responsibilities for their own safety. These are evaluated and recorded. The childminder is committed to providing best

outcomes for children. She has attended workshops and short courses to further develop her knowledge and understanding of childcare and education and safeguarding. The childminder shows professionalism in her practice and since the last inspection the recommendations raised have been addressed. Through self-evaluation the childminder shows she is monitoring her setting and looking for ways in which she can continue to make it better for all of the children in her care. For example, she acknowledges that her observations and assessments are a work in progress.

Children make progress from their starting points because the childminder makes the best use of the resources available and these are easily accessible to the children. She plans appropriate activities that support children's learning and development and are based on their interests. She plans the learning environment to suit the needs of the children in her care. Children do not currently attend any other settings, although the childminder knows to liaise appropriately should this happen to support the children and ensure progression and learning. Equality and diversity practices are promoted by the childminder. She ensures that parents and children feel included, for example, by discussing their individual needs with parents when they first arrive. She gathers information about children's health, dietary and welfare needs. Children use a range of dressing up clothes, books and resources reflecting diversity, helping to develop their understanding of the wider world.

The childminder establishes positive working relationship with parents. The information she obtains from them when children initially start at the setting ensures all their welfare needs are known and their learning is continuously supported. Parents receive a newsletter and verbal and written feedback on a daily basis about the care their children have been provided and what they have been doing. In addition, the childminder formally talks through their children's progress records. However, parents are not invited to contribute to these records by sharing information of achievements they have noticed their children make at home or any interests they may have expressed. This limits their involvement in planning for their children's next steps in learning. Parents express how they are very happy with the care and education their children receive and feel very fortunate to have their children cared for so well in a home environment. This is evident through the children being happy, settled and extremely self-assured. Written policies and procedures are in place, which parents sign to say they have received copies.

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

The childminder carries out observations of children while they play; she makes observations of their achievements and development, these are then recorded and used to plan their next learning steps. They are often supported by photographs of the children participating in a wide variety of activities along with some samples of their art work and mark making skills. Records show the actual stage of development the children are at. The childminder is able to provide appropriate challenges to promote individual learning needs based on what she knows about

each child. For example, she introduces young children to shapes and colours and simple counting through meaningful and familiar activities, such as shape sorting and counting objects. Children delight in showing the corresponding number on their fingers. Mark making activities encourage children to develop the skill they require to hold a pencil.

The childminder uses age appropriate discussion, explanations, and velcro activities to support children to learn about phonic sounds such as the first letters of their names. Children enjoy having indoor picnics with their toys and show concern for 'sick' toys as they use toy stethoscopes to diagnose what is wrong with them. They learn to grow and care for plants and flowers Children learn about different media, as they take part in art and craft activities, such as painting and play dough. Children behave well because they know what is expected of them and receive lots of praise and encouragement, helping them to develop a clear sense of right and wrong. They use a range of dressing up clothes, books and resources reflecting diversity, helping to develop their understanding of the wider world.

Children are able to make an informed choice of the activities they want to play with; toys are stored low level so they are able to access them safely and independently. They have a good relationship with the childminder. Children enjoy her sitting beside them whilst they curiously explore with small tongs, jelly with animals hidden inside. They show delight in, identifying the names of them through repetition. The childminder's effective verbal interaction helps younger children develop their language and communication skills. Children experience a variety of daily outings which supports their physical development and ensures they get plenty of fresh air. For example, they visit Wisley Gardens to observe butterflies in the butterfly house. This activity was followed through with a story read to the children about a caterpillar and the children making butterfly collage pictures. Children are beginning to learn about keeping themselves safe; they are introduced to road safety when on outings, wearing wristbands with the childminder's telephone number on. This helps ensure children's safety.

Children are fully protected from germs; equipment and resources are always cleaned and they are consistently reminded to wash their hands prior to eating and toileting. Children have regular access to drinks throughout the day and are beginning to develop their awareness of healthy eating through discussions they have with the childminder about the foods they eat, such as fresh strawberries, blueberries, cucumber and carrots.

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	3
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

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