

Inspection report for early years provision

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Inspection date	16/02/2011
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 was registered in 1992. She lives with her husband and adult child in a residential area of Chobham in Surrey. Minded children have access to the whole of the ground floor where toilet facilities are provided. Two first floor bedrooms are used as sleep areas for minded children during the day, and there is an enclosed back garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. She is currently minding a total of seven children, whose ages range from two to eight years. All are part-time, and four are in the early years age range. She is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, and offers care to children from birth to teens. The childminder supports children with special educational needs and/or disabilities and those who speak an additional language.

The childminder has achieved a level three National Vocational Qualification in Early Years Care and Education, and is a member of the National Childminding Association and the Surrey Childminding Association. She regularly attends a local childminding support group and a toddler group and takes and collects children from local schools and nursery groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates to children that they are welcomed and valued, and extremely warm and nurturing relationships exist. Partnerships with parents are fostered, and are generally effective in relation to supporting welfare and learning. The childminder meets each child's needs. She has begun a formal process of self evaluation, to identify her main strengths and areas for ongoing development, which benefits children.

What steps need to be taken to improve provision further?

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

- improve the opportunities for parents to review and contribute to systems used for tracking children's development.

The effectiveness of leadership and management of the early years provision

The childminder is enthusiastic about her role. She immerses herself fully in caring for and playing with the children, and organises her day around their individual needs and routines. The childminder is proactive in developing her skills and knowledge. Since her last inspection she has attended several training workshops which benefit children. These include learning more about topics such as behaviour management, promoting maths and safeguarding. She has extended her policy documentation to give parents clear written information about how she operates. These include a safeguarding procedure which sets out her responsibilities in relation to remaining alert and reporting any concerns about children.

The childminder organises her home and garden well. She maintains security on site, and completes ongoing checks to ensure potential hazards are identified and minimised. She helps children learn about staying safe through fun activities such as role play, discussion, and experience. The childminder supervises the children well, and moves with them as they play. Toys are predominantly stored to be accessible to the children, and she sets out a good selection for them before they arrive each morning, taking into account their individual interests. Activities and resources promote the wider world and help children to learn about diversity. The childminder is proactive in seeking the views of parents and children. She evaluates her service to identify areas she feels she can develop. This has been successful in several areas including implementing a system to record children's development, and extending her resources.

The childminder has good relationships with parents. In addition to discussion the childminder implements a daily diary to share information between both parties. This is particularly useful in terms of giving detail about children's welfare, and includes a broad overview of their learning. This is supplemented by regularly sharing photographs she takes of the children during their time in her care. The childminder makes regular written observations of children to purposefully track their development, and help to identify next steps, although parents do not routinely view or contribute to these. The childminder has established links with others delivering the Early Years Foundation Stage to children in her care. She receives information about planned activities they provide, and looks for ways to reinforce children's learning here. For example, currently they are talking about the Chinese New Year celebrations that have taken place at pre-school.

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

The children are happy and settled. They enjoy very warm relationships with the childminder and their peers. They arrive happily and show they are pleased to see each other. They quickly become immersed in play, demonstrate they are active learners. The childminder sits on the floor and communicates really clearly with the children. She is encouraging and the quality of her interaction helps children to be

interested and learn through play, so that they make good progress from their starting points. The children particularly enjoy sharing books. There are a wide selection for them to choose from, but they demonstrate a real enthusiasm for their favourites. The childminder reads to the children in an animated and exciting style. She prompts interesting conversations about the pictures and stories and the children enthusiastically join in as they hear about other cultures and life cycles, helping them to understand the wider world.

The childminder supports children to feel safe. She explains to children what is going on and helps them understand that it is alright to talk to the inspector who is unknown to them. This reassures children, and enables them to feel confident and participate in events. Children are learning about healthy lifestyles. The childminder is robust in hand washing procedures, talking to young children about why this benefits their health. Older children are prompted to do so independently when they see a poster displayed. Children walk every day and talk about road safety as they collect others from school. The childminder provides additional opportunities to reinforce this, for example in role play. This gives children the opportunity to act out appropriate actions such as stopping at the 'stop' sign.

Children behave very well. The childminder is consistent and helps children learn to be kind and co-operative with each other. Her calm and clear tone help children to understand what is expected, and her positive reinforcement helps them to build good levels of self-esteem. This helps children to value themselves and each other. Children talk fondly about their peers, even when they are not present. This demonstrates the warm relationships that are fostered here. They make lots of choices about their day, and older children are asked to record their views. The childminder is attentive to their requests, for example, younger children are offered a variety of activities to take part in, and older children have requested the use of a computer and appropriate software has now been made available. This means that children take part in activities which engage them. Children gain important skills for the future. The childminder promotes early numeracy and literacy skills. For example, she talks about the sound at the beginning of words, and counts and sorts items during daily routines. She provides resources such as remote controlled and programmable bugs, and children demonstrate they are interested in how things work.

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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