

Inspection report for early years provision

Unique reference number	EY350303
Inspection date	18/02/2011
Inspector	Debbie Newbury
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 2007 and lives with her husband and three children aged 10, eight and four years in the Pyrford area of Woking in Surrey. The property is close to local schools, shops, parks and other community amenities. Most areas of the ground floor of the childminder's house are used for childminding. Toilet facilities are provided in this area. Children sleep upstairs as necessary. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group. Days and times of children's attendance vary.

The childminder takes children to parent and toddler groups, the nearby children's centre, different parks and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in the care of this experienced childminder who provides them with a stimulating range of activities and experiences inside and outside the home. She recognises the uniqueness of each child in her care and meets their welfare needs well. There are some excellent links developing with other providers who are involved in the care of the children and arrangements for working in partnership with parents are predominantly very successful. Most documentation relating to childminding activities is well maintained. The childminder is self-motivated and demonstrates good capacity to maintain continuous improvement through training and ongoing evaluation of her practice.

What steps need to be taken to improve provision further?

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

- develop further the record of risk assessment to include an assessment of risk for each and every outing
- develop systematic arrangements for sharing children's learning records with parents and encourage them to contribute to these.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a responsible attitude to safeguarding children. She has a secure understanding of her role with regard to child protection and has updated her knowledge by attending additional safeguarding training. The childminder's home is safe and secure, which means children are able to move freely around those areas used for childminding purposes. Thus, they gain confidence in their surroundings. All areas of the home used for childminding purposes are nicely presented with lots of pictures and posters to look at and an interest table displaying resources that relate to the weekly theme. Children have ample room to sit and play in comfort. They independently help themselves to an interesting range of play materials, which encourages them to make choices about they do and the childminder willingly gets out other items upon request. Risk assessments for the home and garden are completed in accordance with legal requirements. The childminder also maintains records of risk assessment in respect of some of the places children visit, although these do not cover all the outings children go on. Nevertheless, the childminder does ensure that children remain safe when they go out and about.

The childminder uses a system of self-evaluation and seeks the views of parents to help her reflect upon her existing practice and identify areas for improvement. She has attended several training courses since her last inspection and keeps up-to-date by reading relevant childcare publications, attending cluster meetings and meeting up with other childminders. Such measures demonstrate her commitment to continuous improvement, both for her own professional development and as a way of enhancing already positive outcomes for children.

The childminder promotes equality and diversity well. She provides an inclusive setting, ensuring each child feels welcomed and is valued as an individual. Children are introduced to a variety of different celebrations and traditions and they explore resources that reflect different aspects of diversity and positive images. These are arranged to be easily accessible and therefore form an integral part of their everyday play provision.

The childminder shares her written policies and procedures with parents, thus ensuring they have a clear understanding of the organisation of her service. A daily informal exchange of information between childminder and parents is supplemented by a beautifully written diary, illustrated with photographs. This paints a clear picture of each child's day and enables parents to feel included. In some instances, parents also record information about any event that occurs at home, thus helping to ensure the childminder remains well informed about their children and can meet individual needs. Parents are able to view their child's learning record upon request although the childminder does not ask them to contribute to this. In written testimonials available for viewing at the inspection, parents express very positive and appreciative views about the childminder and the care their children receive. For example, they note that their 'children have thrived under the childminder's care' and comment that their child 'is lovingly cared for'.

The childminder has an extremely good understanding of the importance of working in partnership with any other providers of the Early Years Foundation Stage to ensure the integration of care, education and any extended support. She has devised effective and successful methods to bring this about. For example, she works closely with other settings, such as pre-schools, to ensure she is fully aware of what children are learning about and uses this as a basis for some of the activities she offers at home.

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

Children display a very strong sense of security and belonging because they are treated with warmth and affection from a childminder who has a lovely calm, gentle and supportive manner. She encourages older children to play co-operatively with babies, which helps them to feel included and she constantly seeks children's input. Thus, they are very willing to make choices and express their own views. Children are treated with respect and the childminder spends a lot of time talking to them about their families. This helps them feel good about themselves and gain understanding that the important people in their lives, when they are not with the childminder, are valued. Children behave extremely well and display high levels of self-esteem and confidence. This is because the childminder praises them meaningfully at every opportunity.

Children are active, interested learners who engage happily in activities and remain fully engrossed as a result of the supportive and encouraging approach of the childminder. She has a sound understanding of the learning and development requirements which she uses to provide children with a broad range of activities and experiences, both child-initiated and adult-planned, which enable them to make very good progress towards the early learning goals. These take place inside and outside the home. For instance, children attend 'play and learn' sessions at the local children's centre, go to toddler groups and visit other places of interest. Therefore, they become familiar with their local community and what it has to offer, as well as develop their social skills as they mix with other children. Children's growing desire for independence is respected and encouraged, for example the childminder respects a baby's wish to feed them self and she gently assists children who endeavour to put their coats on by themselves but who do not quite manage it correctly. Older children enjoy decorating the snakes they have made. The childminder sits alongside them, engaging children in conversation and asking lots of questions. She introduces the idea of repeating patterns as they use stickers to decorate their snakes and encourages children to talk about shapes and colours. Playing matching games together encourages turn-taking, problem-solving and numeracy and promotes developing memory recall. The childminder actively encourages the children to help her decide whether her chosen cards match one another and to count how many matching cards they have collected. The childminder uses her observations to monitor and assess each child's progress and uses the information gathered to help inform her planning.

Children's awareness of healthy lifestyles and staying safe is well supported as an integral part of their normal daily routine. The importance of good personal hygiene practices is stressed, such as washing their hands before eating. The childminder provides children with their own towels and she is vigilant about washing her hands after wiping children's noses. Such measures are effective in helping to minimise the potential for the spread of infection. Fresh air and exercise is a feature of the children's everyday experience, whether going to different parks, out for walks or playing in the garden, where they enjoy exploring the different equipment provided. The childminder agrees arrangements for the provision of food with parents and encourages children's awareness of healthy eating. Children regularly take part in fire drills and they learn about road safety and stranger danger. The childminder provides ongoing support and guidance, which helps them understand about potential dangers and thus learn how to keep themselves and others safe.

Children gain the skills they need to support their future learning as a result of the quality of the interaction they enjoy with the childminder, and the range of activities and experiences offered that have regard for the key skill areas.

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	1
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	1
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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