

Inspection report for early years provision

Unique reference number	EY331129
Inspection date	01/03/2011
Inspector	Jane Nelson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2006. She lives with her husband and three children, aged seven, five and two years in a house in Woking in Surrey. The home is close to shops, parks, schools and public transport links. The open plan living room, kitchen and a bedroom, all on the ground floor are used for childminding. Bathroom facilities are accessible on the ground floor. There is access to an enclosed garden at the rear. The family have three pet cats and two rabbits. The childminder is registered to care for a maximum of three children under eight years, two of whom can be in the early years age range, at any one time. She is currently caring for two 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. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis. 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.

The childminder uses her knowledge of individual children's stage of development and interests to plan a varied and interesting range of play experiences that encourage children's learning and development well. Self-evaluation is generally used effectively to reflect on what is working well and to identify most areas for development. Positive relationships with parents are promoted and result in information being shared well. Effective systems are in place and implemented well, to work in partnerships with other settings children attend.

What steps need to be taken to improve provision further?

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

- ensure the use of risk assessment identifies all aspects and potential hazards on the premises (Safeguarding and promoting children's welfare) 15/03/2011

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

- develop further the use and analysis of observations to reflect how children are progressing towards their next developmental steps
- review the use of risk assessment to make sure it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder supervises children well and reminds them to be careful in their play and with each other, keeping them safe. The required records relating to risk assessments are maintained, including those for all outings. These are detailed, reviewed regularly and generally implemented effectively. However, on occasion not all temporary risks to children, such as the location of some decorating materials, are identified. The childminder understands her responsibilities relating to child protection issues and is generally aware of the procedures to follow if concerns arise. The childminder has identified the need to update her knowledge and is due to attend safeguarding training in the near future.

The childminder plans and provides a good range of varied activities and play experiences, reflecting children's individual interests, and encouraging their learning and development well. For example, children's interest in stories and books is encouraged through the use of interactive books, that generate their excitement and involvement. Children's development is recorded and shared with parents, illustrated by the childminder's observations and individual scrap books of photographs and children's creative work. Children's next developmental steps are identified in the childminder's observations, although systems to analyse observations and include when and how children have achieved their next steps, are not yet fully developed.

The childminder's home is child orientated, welcoming and space used appropriately to enable children to play, rest and eat comfortably and safely. A good range of play materials and resources are provided and are easily accessible to children. The required records and documentation are well organised and clearly maintained. The childminder has devised her own form of self-evaluation and uses this effectively to reflect on what has worked well for individual children and where development is needed. She demonstrates a good commitment to ongoing improvement though keeping herself up to date with developments in childcare and finding information, via the internet and discussion with other childminders.

Positive relationships with parents are built and result in good communication and information being shared well. Written information relating to the childminder's policies and procedures is given to parents when their child first comes into her care. Information is shared daily, both verbally and through written information with details of what children have eaten and enjoyed doing each day. Parents comment that they are very happy with the childminder's care and their children enjoy the good range of activities she provides and the time spent with the childminder and her own children.

The childminder has extended the good links made with her own children's school to include the children she cares for, resulting in an effective partnership and continuity in children's learning experiences. For example, the childminder is aware of the nursery class planning, and extends children's learning and enjoyment by continuing topics, such as, Chinese New Year celebrations, by making greeting

cards with the children and providing noodles for lunch with chopsticks for them to eat with. Parents also comment on how well the childminder supports children's learning at nursery

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

Children demonstrate they feel safe and secure in the childminder's care. They enjoy a good range of well planned activities and play experiences that encourage their learning and development in all areas and help to develop skills they will use in the future. Children are happy, involved and interested in their play. They help themselves to toys and equipment, ask the childminder for help, if and when they need to, and benefit from good interaction with the childminder and her own child.

Children develop a sense of belonging in the childminder's home, for example, their photographs are displayed where their individual towels hang in the bathroom, and photographs of some children and their families are on the 'family tree' displayed in the childminder's living room. Children proudly refer to themselves in the photographs and talk about their family members. They recall activities they have done with the childminder in the past when looking through their scrap books.

Children explore a good range of toys and play materials, such as, cars and a play road mat that are set out on the floor, dolls, prams and toy computers. They are able to help themselves to toys and books that are stored at their height in a small play room next to the living room where they play. Children respond excitedly to the childminder's suggestion that they get some play dough out. They sit comfortably at the table, concentrating as they feel, press, roll, squeeze and cut the play dough using tools, such as, child safe scissors, rolling pins and cutters with increasing confidence. Children's language is encouraged well by the childminder, who sits with the children, talking to them about what they are doing as they play. Children enjoy sitting cosily on the settee with the childminder to read a favourite story and listen intently, joining in with familiar words in the story and pressing the interactive buttons in the book. Children look at the book independently after the story, turning the pages carefully and pressing the buttons that generate noises, which they mimic. They count the numbers of crocodile they see in a book and name some of the colours that are in the pictures. Children explore toy computers pressing the key board and listening to the verbal instruction given. The childminder switches on a toy electronic cat, and children watch this with interest, as the toys paws, eyes and head move and meowing noises are made.

Children have good opportunities to participate in the local community and mix in a larger group of their peers. For example, through visits to local pre school groups with the childminder and by taking part in events and activities at the local school. They learn about the wider world as they taste different foods, find out about different festivals such as Chinese New Year and talk with the childminder about St David's day, recalling they have been to Wales on a holiday.

Children are learning about leading a healthy lifestyle through practices that are part of the daily routine. For example, they follow reminders from the childminder to wash their hands before eating and rush to the bathroom to stand on a step and wash their hand at the sink. Children have good daily opportunities to be active and understand the benefits of physical activity, they play in the childminder's garden, regularly walk to the local school with the childminder and have regular outings to parks and indoor play areas. Children benefit from a healthy diet and enjoy their snack of apple and a drink and lunch of salmon pasta and vegetables.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----