

Inspection report for early years provision

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Inspection date	01/03/2011
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 1993. She lives with one adult child and a lodger in West End, near Woking in Surrey. The home is close to shops, parks, schools and other community amenities. The ground floor of the home is used for childminding, with bathroom and sleep facilities provided in this area. 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 six 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 three children in this age group and five older children. Days and times of children's attendance vary.

The childminder undertakes school and pre-school runs as necessary and takes children to a local childminding group, a Surestart centre, different parks and other places of interest in the community.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and at ease in a warm and welcoming environment. The childminder meets their individual welfare needs well and ensures they make steady progress overall in their learning and development. She establishes successful partnerships with parents and other providers so that children receive consistency in their care. The childminder demonstrates a sound capacity for continuous improvement and is developing an awareness of how to use self-evaluation to bring this about.

What steps need to be taken to improve provision further?

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

- develop further use of observational assessment to monitor children's progress towards the early learning goals and identify and plan for the next steps in their learning
- develop records of children's learning and development and share these with parents
- develop further use of self-evaluation systems to identify priorities for development and to plan for how these will be achieved, for example, by making use of the Ofsted self-evaluation form.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder has a secure understanding of issues relating to safeguarding and her responsibilities in this respect. They remain safe because she identifies areas of potential risk and takes positive steps to minimise these, whilst taking into account the ages and stages of development of the children present. Organisation of those areas of the home used for minding is effective. The childminder ensures children have plenty of space to move around and sit and play in comfort. They are presented with a good selection of age-appropriate play materials, which they find interesting. Toys are rotated frequently so play remains varied.

The childminder is keen to develop her existing practice further. She seeks input and support from other local childminders and has successfully addressed the recommendation made at her last inspection. Although self-evaluation systems are informal, the childminder has identified some specific areas for improvement and is very clear as to how she will bring these about to improve existing outcomes for children, in particular in respect of their learning and development. Target setting is realistic but challenging.

Each child is valued as an individual and everyone is treated fairly and with equal concern. They gain understanding of diversity and the wider world through an exploration of relevant resources depicting positive images and learning about the traditions and celebrations of others. For instance, children chat about their recent Chinese New Year festivities and recall whether they were born in the year of the pig or the dragon. The childminder understands the important role she has in speaking to children about any issues that arise and being willing to answer their questions and offering explanations to aid their understanding.

Parents are positive about the childminder and their children's care. They comment, in written feedback forms provided for the inspection, that 'children enjoy a happy environment in which to play' and feel that there is 'good communication about their children's progress.' Parents receive copies of the childminder's policies and procedures and they enjoy a daily informal exchange of information. This is supplemented by a nicely written diary which gives them a flavour of their children's day and enables them to feel included in this. The childminder works in partnership with pre-schools and other early year's settings the children attend to ensure they benefit from a shared approach to their care and early education.

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

The childminder implements effective procedures to help children stay healthy. They understand the need to wash their hands before eating and they benefit from fresh air and exercise on a daily basis. The childminder walks to and from school

and takes children to a variety of different parks where they can refine their skills and challenge themselves as they explore the different equipment available. She has a flexible approach with regard to the provision of food and promotes children's awareness of healthy eating in a variety of ways. These include discussion, enabling the children to make suggestions for evening meals and taking them to a local farm shop to choose fruit. Children learn how to keep themselves safe with support. For instance, they practise road safety every time they go out and the childminder draws their attention to the potential consequences of their actions, such as the possibility of falling off a chair if they do not sit on it properly.

Children enjoy a daily routine that provides them with a range of play and learning opportunities both in and out of doors. Children socialise regularly with other children and they go on visits to places of interest, such as the garden centre to see the animals or to a horticultural garden to see the butterflies. They show sustained interest as they play with toys and remain engrossed as they explore the different materials provided for craft activities. The childminder offers support and encouragement, for example by assisting young children to use scissors and encouraging them to think critically by identifying the different colours of tissue paper they select and to name the facial features they need to add to their paper plate faces. Children are given time to try out their ideas and consequently are becoming confident and competent learners. The childminder encourages children to chat, both to her and to one another, which promotes their spoken language skills. They are encouraged to be independent, for example by taking their coats and shoes off and putting these in the special place allocated for them. The childminder is attentive and interacts with children positively and it is clear she knows them well. However, although she observes children informally, she is not yet using this information to monitor their achievements and progress towards the early learning goals. This means that she cannot be sure she is providing activities and experiences that are sufficiently challenging and mean that they gain the skills they need for their future learning.

Good relationships are fostered; children happily respond to the childminder and communicate with her confidently. They display a strong sense of belonging and receive lots of praise and encouragement, which fosters their self-esteem effectively. The childminder promotes children's good behaviour and sensitively encourages their use of good manners.

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	3
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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