

Inspection report for early years provision

Unique reference number	160433
Inspection date	28/02/2011
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.

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Description of the childminding

The childminder registered in 2001. She lives with her husband and 14 year old child, in Mayford on the outskirts of Woking in Surrey. Minded children use most areas of the ground floor of the home. Bathroom facilities are provided in this area and children sleep upstairs on the first floor as necessary. There is a fully enclosed garden for outdoor play. The home is within easy travelling distance of shops, schools, parks and other community amenities. The family has a cat, a dog and various small animals.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is permitted to care for up to five children under eight years at any one time; of which, not more than three may be in the early years age range. She currently cares for three children in the early years age group and four older children. Days and times of children's attendance vary.

The childminder undertakes school runs as necessary and regularly takes children to local parks, childminding drop-in groups and children's centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy in the childminder's care and have their welfare and learning and development needs met well. The childminder is developing systems to formally monitor their progress. Arrangements for working in partnership with parents are mostly effective and help to ensure that children's individual needs are met. The childminder's use of self-evaluation is not yet fully developed, although she demonstrates a positive attitude to continuous ongoing improvement.

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 observation and assessment to identify the next steps in children's learning and encourage parents to contribute to the learning records maintained on their children
- 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. The childminder has a sound awareness of the possible signs and symptoms of child abuse and the action to take, in the event of any concerns about a child's welfare. Parents are informed of her responsibility in this respect. Children's safety is further assured because the childminder takes positive steps to provide a safe, secure and well-organised environment. Children are familiar with their surroundings and benefit from ample space to move around or sit and play in comfort. They are presented with a very good range of age appropriate play materials, which cover all areas of learning and reflect positive images of social diversity. Many of the resources are arranged to aid independent choice. The childminder regularly rotates resources and purchases new items, ensuring that children's play provision remains varied. All documentation relating to childminding activities is well maintained, including the aspects of paperwork identified for improvement at her last inspection.

The childminder's use of self-evaluation as an ongoing tool to plan for continuous improvement is at an early stage of implementation. Nevertheless, she is clearly reflective and seeks the input and support of other childminders in addressing areas she has identified for further attention; for instance, she is conscious of the need to develop her systems for monitoring children's achievements and progress. The childminder is due to attend additional safeguarding training in the near future, in the interim, she has taken the positive step of borrowing up-to-date reference materials, to familiarise herself with current procedures.

Children are welcomed and valued as individuals. They have equal access to the different resources and activities provided and the childminder adapts these as necessary to ensure everyone is included. Children have opportunities to mix with other children on the many outings within their local community and take part in activities relating to different festivals and celebrations; this helps them learn about the wider world in which they live.

Parents are well informed about the way the childminder organises her service and what their children will be doing. There are written policies and procedures and useful information, such as a weekly planner detailing intended outings and activities, is displayed. Parents enjoy a daily informal exchange of information with the childminder. They indicate in their feedback forms, issued by the childminder to gather their views, that they are happy with this form of communication. They also comment very favourably on the care and range of activities their children receive. Parents view photographs of their children and the childminder has spoken with them about her observations. However, they are not yet contributing formally to their children's learning records to ensure a fully shared approach to supporting children's learning.

Children do not currently receive care or education from any other early years setting. The childminder understands the importance of working in partnership with other providers, as necessary, to ensure the integration of care, education

and any extended support.

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

Children are supported by a childminder who is attentive and acts as a calm and encouraging role-model. Relationships between them are good, which adds to their sense of belonging. The childminder encourages children to make decisions for themselves. She offers lots of praise, which fosters their self-esteem effectively and helps them feel proud of themselves. The childminder acts as a positive role-model for good manners; for example, in the way she gently reminds children about the polite way to ask for things.

Children make good progress towards the early learning goals. They gain necessary skills to support their future learning, as they participate in a variety of child-initiated and adult-planned activities and experiences, both inside and outside the home. The childminder generally takes children out each morning to different places within the community, such as local children's centres and childminder drop-in groups, where they mix with other children and develop their social skills. The childminder's use of consistent routines for such outings adds to the children's sense of security and they can look forward to their day, as they know what they will be doing. Children remain fully engrossed as they participate in different activities; for instance, they are eager to take part in a sticking activity and spend a sustained period of time exploring the appealing range of creative materials provided by the childminder. The childminder offers guidance as children learn how to use scissors. Through her active encouragement children have a go at doing things for themselves and she is careful not to take over and direct what they do. Consequently, children are supported in becoming independent and are able to express their own ideas. There is discussion about the colours and patterns on the feathers children find amongst the collage materials and how they resemble peacock feathers; this leads to looking at the different pictures of birds and animals in a game the childminder has made. Children delight in exploring resources that incorporate technology. They take photographs using a digital camera and confidently explain how to operate the walkie talkies. Children enjoy completing puzzles and are able to identify some of the letters in an alphabet puzzle that are in their name. The childminder builds on this interest by encouraging them to find all the letters they need to spell their name and she sounds these out phonetically as each one is located. The childminder monitors children's achievements and progress through observation and photographic evidence. Children's individual learning records are developing but do not consistently show what the childminder has identified as the next steps in their learning.

Children stay healthy because the childminder implements effective practice to minimise the potential spread of infection and ensures a good standard of hygiene. Children are supported in adopting good personal hygiene routines. They benefit from many good opportunities for physical activity and fresh air. Each day they go for walks, visit the park or play in the garden where they can explore the range of

play equipment on offer. Parents provide most of the food for their children, although the childminder makes sure she has a good selection of healthy options available so she can provide additional items as necessary. Children help themselves to drinks when they feel thirsty, ensuring they remain well hydrated.

Children learn how to keep themselves safe as part of their normal everyday routine and experiences; for example, they learn about road safety and regularly take part in evacuation drills to develop their understanding of the action to take should it be necessary to leave the house in an emergency. Children also demonstrate safety awareness during the course of their play, for instance, explaining that it is necessary to 'blow on the food' they have just taken out of the toy microwave.

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