

Inspection report for early years provision

Unique reference number	110870
Inspection date	28/02/2011
Inspector	Margaret Moffat

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 registered in 1996. She lives with her husband and two adult children in Blackwater, near Camberley. The whole of the ground floor is used for childminding, There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and collect them from local schools and pre-schools.

The childminder may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group on a part-time basis. The childminder also cares for four school aged children. The childminder's husband and daughter are her assistants and she works with them on occasions. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy and settled in the childminder's home. She is fully aware of their individual needs as she knows the children well and is consistently sharing and gaining information from parents and others involved in the children's learning and development. Consequently children make excellent progress in their learning and development. Most hygiene routines and documentation reviews are followed appropriately. The childminder's self evaluation is good and enables her to identify her areas for improvement and shows her clear plans for further improvement to her practice.

What steps need to be taken to improve provision further?

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

- update risk assessment records to include the review date for outings
- make sure hand washing routines are consistently followed to help protect children's health.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her duty to safeguard the children in her care. All family members have been suitably checked and she has effective contingency plans in place to ensure children are cared for by a suitable person in the event of an emergency. She has a good knowledge of the signs and symptoms that would alert her to have concerns about a child in her care and regularly attends training

courses on these matters to ensure her knowledge is up to date. The childminder has a clear set of policies and procedures that underpin her good practice and these are shared with parents. Children play in a safe environment. The resources and premises are safe and she has carried out a full risk assessment of her home, garden and outings undertaken. However, the record for outings does not show clearly when these were last reviewed. Children are taught how to keep themselves safe through regularly taking part in emergency evacuation and they demonstrate a good awareness of road safety. They confidently inform visitors how they stop, look and listen before they cross the road.

The childminder demonstrates her commitment to constantly improving outcomes for children by regularly attending training courses and maintaining her own professional development. She reflects on her practice through monitoring and evaluating her setting and this keeps standards consistently high. She has obtained a National Childminder Association (NCMA) Quality First certificate and continues to quality assure her setting to provide best possible outcomes for the children. Children have access to a good range of toys and resources to support their learning in all areas. The childminder asks them what they would like to play with each day and children select their preferences as they look at the photograph album and make their choices. The childminder also has a range of books and other activities readily available for the children to play with. The childminder is fully aware of how to promote equality and diversity in her setting and recognises each child as an individual. She provides children with opportunities to become aware of other cultures and traditions and provides a range of activities linked to the festivals that will promote their understanding. For example, by reading stories, making craft activities and being involved in tasting food from the different countries. There is a good range of toys and resources to promote positive images of the wider world.

The childminder provides an excellent service for the families of the children she looks after. She is flexible and accommodates parent's wishes whenever possible. She liaises with other members of the family such as grand parents and cares for older siblings of families to ensure stability and continuity of care for all the children. Detailed information regarding children's achievements allows the childminder to plan successfully for their future learning. She works very closely with parents and other providers to ensure progression and continuity of care and learning for all the children. She shares information with parents on a daily basis and they take children's learning journals home on a regular basis which helps them see what progress their children are making and gives them opportunities to make comments and discuss further with the childminder. Parents report they are very happy with the care and development of their children. They particularly comment on how supportive and committed the childminder is and how the record of children's development which they keep at the end of each term is both informative and precious as the childminder puts a lot of time and effort into these.

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

The childminder has been minding for many years and uses the experience and knowledge she has gained to fully support the children in all they do. The childminder knows each child exceptionally well. Her written observations are extremely good and help her identify children's next steps in learning and ensure she covers the six areas of learning. Children receive lots of encouragement from the childminder through the activities and resources she provides which helps develop the necessary skills to support their developing skills for the future.

The childminder supports individual learning extremely well by asking questions that encourage children to think. For example as they hear planes flying overhead children go over to the window to see if they can see them. The childminder encourages them to recall their visit to the airfield and talk about what they saw. Children show enthusiasm as the childminder ask if they would like to visit the airfield again tomorrow. She also encourages them to talk about their time in the pre-school that morning developing their conversation skills and sharing their experiences with the other children.

The childminder uses everyday opportunities to develop children's understanding of shape, colour and numbers. As they eat they are encourage to count how many items they have on their plates and how many they have left when they have eaten them. Children select books for pleasure and the childminder encourages them to talk about the animals and children enthusiastically point and talk about what they see. The childminder has many story sacs and laminated cards for different topics and this develops their language skills and enjoyment of books. Children are beginning to link letters and sounds and can find the letters in their own names on the alphabet poster on the wall. Children show curiosity as they try to find out how things work. For example as they play with the shape house and keys they find out how to lock and unlock the doors to retrieve the animals they have put inside and talk about turning the key the other way and work out how the keys match to the different doors.

Babies are extremely confident in the childminder's care. They interact warmly with the childminder demonstrating trusting relationships. The childminder follows their individual routines, for example when she is aware they are tired, she puts them down for a sleep and this helps them settle in her care. The childminder is extremely calm and patient and shows the children kindness and respect. They benefit from the consistent praise and encouragement they receive from the childminder which helps promote their confidence and self-esteem. The children are very well behaved and the childminder creates a positive learning experience for the children which helps them develop an understanding of right from wrong.

Children play in a clean and safe environment where they learn the importance of appropriate hygiene routines such as hand washing. However this is not always encouraged at snack times. The childminder provides a variety of healthy foods and snacks to support healthy eating. Some parents provide lunch boxes for the children and these are stored appropriately to ensure they remain fresh. Children have opportunities to discuss healthy options through the posters and cards the

childminder has made for them and by visiting the supermarket to buy different foods and be involved in cooking activities. Children have opportunities to be outdoors most days to play, access fresh air and exercise and this promotes their understanding of a healthy lifestyle. As they play on the apparatus children are supported in taking risks to challenge and extend their physical development. The childminder has put an artificial lawn in her garden to ensure children have access to outdoor play in all weathers. As well as opportunities for play in the garden the children also plant flowers and vegetables developing their understanding of the world around them.

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	1

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	1
The extent to which children achieve and enjoy their learning	1
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

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
--	-----