

Inspection report for early years provision

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Inspection date	02/03/2011
Inspector	Hazel Farrant
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 was registered in 2002. She lives with her husband and two children in Guildford, Surrey. Children have access to the ground floor of the property and also two bedrooms on the first floor. Access to the property is at street level and there is a fully enclosed secure garden for outside play. The childminder is registered to care for a maximum of six children, of which three may be in the early years age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll, all of which are in the early years age range. Local parks, shops and schools are within easy walking distance. The childminder attends the local parent and toddler group. They have one dog and a hamster as family pets. The childminder is a member of the Surrey County Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's secure understanding of the requirements of the Early Years Foundation Stage results in a well organised provision that overall, meets the needs of individual children. A wide range of play experiences and quality interaction enables children to make good progress in their learning and development. The childminder uses her partnerships positively to provide consistent care for children and their families and to ensure each child's individual needs are respected. The childminder's commitment to developing her provision through on-going training and reflective practice provides a secure basis for continual improvement.

What steps need to be taken to improve provision further?

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

- develop systems to further incorporate parents' comments into children's individual records to ensure they contribute to and are fully involved with their child's learning on a regular basis
- continue to carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- update the record of risk assessments to include any assessments of risks for outings and trips, detailing when it was conducted and the date of the next review.

The effectiveness of leadership and management of the early years provision

The safeguarding and protection of children is a high priority for the childminder. She shares detailed policies and procedures with parents to explain her duty of care to act in a child's best interest should she have any child protection concerns. Effective risk assessments are undertaken regularly as well as daily visual checks to identify and minimise hazards to children both on and off the premises. Although the childminder completes a risk assessment for outings and trips, it is not clear when the assessment took place or when it will next be reviewed. Emergency evacuations are completed regularly and there is appropriate fire detection equipment within the home. Although, there are no records kept of evacuation drills, detailing any problems encountered and how they were resolved to further support children's safety. Resources and equipment are plentiful and maintained in safe and clean conditions. They are presented attractively to encourage children to develop their independence and make choices about their experiences.

Every child is valued and respected as an individual and their needs are discussed and addressed in partnerships with parents and carers. The childminder encourages children to become aware of the diversity of society through well-planned activities and opportunities. For example, the children celebrate Chinese New Year and enjoy the opportunity of using chop sticks to add to their experience of learning about other cultures. The childminder has a good awareness of how to support children emotionally as they gain the skills necessary to become contributing members of society.

The partnerships fostered with parents and carers are a key strength of the childminder. She takes time to share her clear policies and procedures and explains why she requires detailed information in order to meet individual needs and work with parents' wishes. Parents express their appreciation of her commitment to their children in letters and thank-you cards. They make comments such as "the childminder provides a stimulating environment, she regularly attends playgroups and parks and does many other interesting activities with the children, most importantly my child loves going to her home". She has a secure understanding of how children learn and recognises the importance of using observations of children to plan the next steps in their learning. Parents have good access to their child's development records. However, currently parents do not have the opportunity to be involved in contributing to the observation, assessment and planning for their own child.

The childminder recognises the importance of working with other providers of the Early Years Foundation Stage, and other professionals in order to meet the needs of children and support their continuity of care and learning. The childminder has made a very positive start in evaluating her practice and she regularly has discussions with the parents to gain their opinion about the childminding service. She has considered all areas of her setting and is clear about her plans for the future and embraces training opportunities, advice and guidance to enhance her already good practice. The recommendations from the previous inspection have all

been met successfully.

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

Children are very settled and content in the homely environment provided by the childminder. She approaches each child in a calm, quietly-spoken manner, being sensitive to their needs and moods. For example, she provides comfort to children who feel shy when meeting a new adult during the inspection. Such approaches enable children to feel secure and become confident in the support and response they receive from the childminder. The weekly routine includes visits to places of interest, attending local playgroups, and specific themed activities. The childminder supports the children well and uses many opportunities to encourage their learning and future skills. Children have good opportunities for self-selecting their own resources and know that they can request any of the toys from the cupboard.

Children's strong progress is recorded effectively in the developmental folders reflecting each area of learning. Detailed information given by parents enables the childminder to build up a picture of each child's character and she uses this effectively to plan and deliver a range of activities and experiences. Children seek her out for support and interaction in their play as she settles on the floor to assist in setting up the train track and constructing with the plastic interlocking bricks. Children become aware of numbers as they count how many fish are in the tank and notice the difference in their size, saying "two little ones". Various electronic and interactive toys are provided such as remote control cars and cause and affect toys, helping children to learn about technology. Different cultural dolls and play figures support children's understanding of diversity, and they celebrate a range of festivals throughout the year.

Children particularly enjoy listening to well known stories and are able to predict what happens next in the story, beaming with delight when they are correct. Lots of meaningful praise and encouragement boosts children's self-esteem, along with reward stickers. Mark-making for younger children is integrated into everyday activities such as painting as well as drawing and colouring. They learn about the natural world and about healthy eating as they plant their own cress seeds and mark their own names on their individual pots. Creativity is fostered well as children enjoy engaging in role play and joining in with musical activities.

Children's health is successfully promoted as suitable routines are employed to reduce the spread of infection and children know why hand washing is important in keeping healthy. Children are aware of their own safety as they participate in regular fire drills and understand the reasons for tidying away toys and resources to reduce the risk of tripping. The childminder works closely with parents regarding children's meals and snacks, noting any specific dietary needs and preferences. Children enjoy eating a variety of healthy foods. For example today, children enjoyed strawberries and blueberries at snack time.

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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