

Inspection report for early years provision

Unique reference number	160562
Inspection date	17/03/2011
Inspector	Cathy Hill
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 1995. She lives with her husband and two adult children in Farnham, Surrey. Childminding activities take place on the ground floor of the property with toilet and washing facilities on the first floor. A basement bedroom is used for sleep. There is an enclosed garden for outdoor play. The family has a dog. The childminder lives within walking distance of local shops, schools and parks. She is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age group. She is currently minding two children in this age group at various times during the week. She also offers care to children aged over five years to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled within the childminder's care and spend their time learning through play. The childminder is very kind and caring and effectively organises her time and space to ensure children's individual needs are met. She has a good range of mostly well detailed documentation to support all areas of her practice and inclusion is positively promoted. The childminder's capacity for continuous improvement is very good. She has addressed recommendations raised at her last inspection and has been proactive in attending regular training to further develop her own knowledge of early years practice.

What steps need to be taken to improve provision further?

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

- improve children's learning records by tracking their development in all areas
- improve documentation by including children's full names in attendance records, Ofsted's contact address within the complaints procedure and by including details of children's culture, religion and home language on their record sheets.

The effectiveness of leadership and management of the early years provision

Children have excellent relationships with the childminder and snuggle happily in her arms when tired showing they feel safe and secure in her care. Their welfare is safeguarded well by the childminder who has recently updated her safeguarding training. She has a detailed safeguarding policy and maintains relevant child protection literature on file for reference. Children play safely as the childminder

has risk assessed her premises and identified and minimised hazards. For example, socket covers are in place, safety catches are on kitchen cupboards and a safety gate is used, as appropriate to children's age and stage of development. Risk assessment records are maintained for both the home and outings children are taken on and they are regularly reviewed. Children have equal opportunity to access a wide range of toys in the dedicated playroom and they show interest in the toys, which they freely select to play with. Educational posters displayed, such as a colours and shapes poster and calendar poster, provide a stimulating surround for children. Outside children have access to play equipment, such as wheeled toys, in the securely enclosed garden.

The childminder works positively with parents and others involved in children's care and education to ensure relevant information regarding children's learning and development is shared. Children benefit from these good communication links as it means their individual needs are well known to all their carers and consistent practice can be applied in meeting them. The childminder is very attentive to children's needs and ensures they are sensitively supported with play and kept clean and comfortable, with nappy changes as required. Parents are very happy with the care provided and confirm the childminder provides a 'safe, caring and stimulating environment' and 'considers the children's individual welfare carefully'. The childminder provides parents with both written and verbal feedback about their children and shares all her policies and procedures with them. Documentation is well maintained, although a little detail is missing from some records, such as Ofsted's contact address on the complaints policy and children's full names on attendance records. The childminder has completed a detailed self-evaluation form in which she has reflected on her practice and identified areas for development. For example, she is planning on introducing a new vegetable patch and wild seed garden to enhance the outdoor provision for children. She gains regular feedback from parents through the use of a questionnaire and professional development is ongoing. For example, she has recently attended workshops on planning and schemas.

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

Children are allowed to follow their own interests and this reduces the incidents when they may feel frustration. The childminder sensitively supports children's learning by asking them questions during play to make them think and by demonstrating how different toys work. For example, she talks to children about how you need to press the button on the toy camera and children listen and carefully watch her and then successfully copy her actions. Children are given time and space for independent exploration so they do not feel under pressure. They relax as they sit to look at books, turning the pages carefully as they look at the pictures. The childminder fosters their interest in literature as she sits and talks to children about the pictures and asks children if they know the names of the animals in the pictures. The childminder develops children's vocabulary as she names, for example, a duck in a picture and children reinforce their own learning by repeating the word after her. The childminder praises children's achievements,

thereby boosting their self-esteem. She develops children's understanding of numbers as she counts two bumble bees and two floppy ears pictured in the book. Children have fun playing with a toy hammer and shape sorter board. They enthusiastically bang the hammer on the board and the childminder names the different shapes they pick up. She encourages children to try and put the shape through the hole and children show good hand-eye coordination as they put the circle shape firmly in the correct place. Children have good opportunities to develop their future skills as the childminder organises her time and resources so children have access to toys and activities which promote learning in all areas. The childminder keeps written and photographic evidence of children's play and uses learning journey records to plan their next steps, although she does not clearly track their development in all areas.

Children's emotional well-being is very well supported with appropriate cuddles from the childminder, who takes a genuine interest in what children say and do. Children smile as they jiggle their bodies to nursery rhymes playing gently in the playroom. Children are taken out regularly in the fresh air and the childminder works in partnership with parents to meet children's dietary requirements. Children play in a clean, home environment and the childminder's policies and procedures ensure they are protected from illness and infection. They behave very well and the childminder acts as a positive role model with regard to manners. Children learn about safety through discussion with the childminder and through taking part in practises of the childminder's emergency evacuation drill.

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	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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