

Inspection report for early years provision

Unique reference number	EY357105
Inspection date	16/03/2011
Inspector	Amanda May
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 has been registered since 2007. She lives with her daughter who is seven years old, in an end-of-terrace house in Woking. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet facilities on this floor and provision for children to sleep available on the first floor. There is a fully enclosed garden available for outside play. The family have pet mice.

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 no more than four children under eight years: of these, not more than three may be in the early years age group at any one time. There are currently three children on roll who attend on a part-time basis in this respect.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development due to the childminder's secure partnerships with parents and developing links with other settings. Procedures to protect children are mostly effective and children's individual needs are very well met. The childminder demonstrates a good awareness of the different aspects of her provision and plans future developments to the areas which would benefit from some improvement. This ensures that the changes made are well planned and have a positive impact on the children who attend.

What steps need to be taken to improve provision further?

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

- improve current awareness of how to implement the safeguarding children policy and ensure that this is in line with the Local Safeguarding Children Board's procedures
- develop partnerships with other early years settings that children attend in order to share relevant information to aid consistency and coherence of care and learning support.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded whilst they are in the childminder's care. The childminder fully understands the importance of risk assessment and ensures that that her home is assessed for risks in relation to the children who attend. The

childminder is aware of some issues regarding safeguarding children and understands the importance of protecting children who are at risk. She has developed a written procedure which is informative and thorough, although through discussion the childminder lacks some confidence with how she would implement some aspects of the procedure, and is unsure if it reflects the current procedures of the Local Safeguarding Children Board. This means that some aspects of her policy may not be consistent with current practice.

Children enjoy being independent in their choice-making within the setting. They access resources from low level storage and are encouraged to bring items back from the toy cupboard to explore in the living room. The childminder demonstrates a good understanding of how she can deploy herself to support all children, for example giving additional attention to older children when younger children are sleeping.

Parents are very happy with the care the childminder provides and through seeking key information from new parents, children who have recently started attending the setting are settling in very well. The childminder takes account of routines from home and offers babies comforters if they become upset before they quickly settle and cuddle in to the childminder as she smiles and offers them gentle words of support. The childminder is aware of the importance of recognising and valuing diversity and has developed plans to support children of bilingual parents to ensure they feel secure whilst helping other children develop their understanding of different cultures, beliefs and traditions. The childminder plans some activities to support children who attend pre-school, for example, when she notices they are learning about self-care she plans some activities to support aspects of this within her setting. However these partnerships have not yet been fully formed to ensure that detailed information is shared about individual children's next steps. This means that both provisions are unable to work together consistently to support children fully in their individual needs.

The childminder is keen to develop her provision and has planned future improvements to support this. Past developments include introducing written reports for parents to ensure that good quality information regarding their child's development is shared and reviewing how to record attendance times of the children. To help evaluate her provision she also meets up with other childminders in the area to share ideas, plan joint events and develop future plans which are well targeted and bring about a positive impact on the children who attend.

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

Children enjoy their activities in the childminder's care and are supported very well in developing across all areas of learning. The childminder plans activities upon themes which she knows children will enjoy and children are interested and motivated in their activities. Children particularly enjoy sorting through a box of sea shells, running their fingers across the shell and noticing the different textures and shapes. They link it to their past experiences and explain how they know that

shells come from the ocean. The childminder is aware of how to support pre-school children as they develop an awareness of others and children enjoy exploring a range of festivals such as Chinese New Year where they make masks and taste some Chinese cuisine. Children demonstrate concern for their friends and are supported in learning about the different abilities of babies and themselves, with older children later suggesting that the babies might want to be their friend when they get bigger.

The childminder is very aware of how she can support children in their next steps of learning and provides resources to support these. Babies enjoy exploring some interactive toys, whilst knowing that the childminder is nearby for a cuddle and reassurance if required. Older children enjoy using the outdoors to compliment their learning and enjoy activities such as water painting with rollers of different sizes and shapes. Children are developing a very good awareness of healthy foods and the childminder supports their interests very well, for example, as they plant seeds together to grow their own sweet corn. The childminder challenges children's thinking, talking about the roots they can see and encouraging them to water them gently before watching them grow. This activity is very effective in supporting children's understanding about living things whilst encouraging good communication skills as they ask questions and use language to explore their own thinking.

Children enjoy practising their independence and demonstrate a secure interest in exploring early technology. They show interest in playing with toy laptops before pointing out the letter 'X' and explaining to the childminder that 'X stands for Xylophone'. The childminder praises children's achievements which increase the children's desire to explore and investigate further.

Children behave safely in their play and are developing an awareness of fire safety as they practice evacuation procedures. Babies feel safe through experiencing high quality interaction, helping them to develop their confidence and increase their sense of security. Children are inquisitive and curious in their activities promoting their on-going ability to secure future learning.

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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