

Inspection report for early years provision

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| Unique reference number | 120481 |
| Inspection date | 21/03/2011 |
| 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 has been a registered childminder since 1999. She lives with her husband and three young children. They live in a house in Stoughton, north Guildford. Minded children have access to the ground floor, with toilet and sleeping facilities provided in this area. Access to the property is at street level. There is a fully enclosed rear garden available for outside play. The childminder is registered to care for a maximum of five children, three of which 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 six children on roll, all of which are in the early years age range. They have one dog as a family pet. The childminder attends the local library and toddler groups. The childminder has experience of caring for children with special educational needs and for those who speak English as an additional language. She has a Diploma in Extending Childminding Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children attending the setting demonstrate a strong sense of belonging within the secure and well organised environment. Children are cared for in a very happy and stimulating environment where they make good progress in all areas of their learning. The childminder actively promotes an inclusive environment where all children are valued and included. Overall, good systems are in place to drive improvements for the future because self-evaluation is effective and supports identified improvements.

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
- develop systems and documentation in order to promote an effective two-way flow of information and knowledge with other providers of the Early Years Foundation Stage, to help support and extend children's developmental progress, learning experiences and current interests.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding procedures and has a secure awareness of the possible signs of abuse and knows how to report any concerns appropriately. Effective risk assessments are completed for the home and

garden to monitor children's safety. All outings are risk assessed in advance of the outing to ensure they are safe and suitable for the children. A record is maintained of all visitors to the premises which further protects children. All the required documentation is available and stored securely to respect confidentiality and the necessary consents relating to the welfare of the children are in place.

Self-evaluation has enabled the childminder to prioritise areas for further improvement and the recommendation raised at the last inspection has been met successfully. The experienced childminder is committed to ongoing training in order to keep up-to-date and continually enhance her practice. She is nearing completion of a National Vocational Qualification (NVQ) Level 3 childcare qualification and is keen to commit to further training. The setting is inclusive and children of different ages with different backgrounds and life experiences happily interact and build healthy relationships. The dedicated playroom provides children with good opportunities to self-select from a wonderful range of toys and resources.

The childminder works hard to build high quality relationships with all parents and carers. She recognises that parents are central to the children's well-being. Parents receive a good range of information about their child's welfare and are invited to see their learning and development records regularly. Parents express high levels of satisfaction with the service provided, which is evidenced through letters and cards. Parents' views and opinions are sought and incorporated into the routines so the individual needs of children are met well. However, systems to work with other providers of the Early Years Foundation Stage who share the care and education of the children are not fully developed.

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

The childminder's secure knowledge of how children learn through play along with the learning, development and welfare requirements, promotes good outcomes for the children in her care. Children enjoy a wide range of opportunities for play and exploration, both inside and outside of the home. Activities are well matched to children's learning needs as the childminder knows them very well. She observes and evaluates children's learning securely and has a clear awareness of the next steps planned for individuals, which ensures they make continual progress. 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 welcoming, play focussed organisation of the childminder's home successfully promotes active learning. Children are able to easily access a wide range of good quality play materials. The childminder adapts and extends equipment based on children's current stages of development and the things which interest them. Consequently, children are able to direct their own play and follow through their own ideas, therefore becoming independent thinkers and learners. For example, a selection of both interlocking and inset puzzles enables all children to use problem

solving skills as they complete puzzles together. They use their imaginations in play continually and demonstrate their well developed social skills as they play cooperatively together. Children display good manners and behave very well and keenly help to tidy toys away.

Children's independence is fostered well; they are able to help themselves to their water bottles whenever they feel thirsty, so that they keep hydrated. The childminder devotes her time to playing with the children and interacting with them continually. As a result, children are making good progress in communication, language and literacy. They demonstrate the use of some extended vocabulary in their role play as they make 'coffee' and in conversation with the childminder. They enjoy singing familiar songs and nursery rhymes with confidence.

Children display a strong sense of security in the childminder's care and are very familiar with their routines. Their self-esteem is high as the relationships with the childminder are positive. Children feel safe to move around freely and they take part in activities which help them learn about keeping themselves safe. For example, they regularly take part in emergency evacuation practises and learn about road safety during walks in the community. They learn about being healthy through good routines, which promotes healthy lifestyles. Mealtimes are well organised and used as a positive occasion of social sharing. They develop the skills they need for the future securely.

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

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| 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

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| 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

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| 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

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| 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

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| 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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