

## Inspection report for early years provision

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<b>Unique reference number</b>	EY349871
<b>Inspection date</b>	21/03/2011
<b>Inspector</b>	Amanda May
<b>Type of setting</b>	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 husband and their three children, who are aged eight, four and two years old, in a detached house in Horsell, near 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 available 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 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 a maximum of four children at any one time, one of whom may be in the early years age range. The childminder is currently minding five children who all attend on a part-time basis. The childminder also minds children over the age of eight years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very well supported in all aspects of their learning and development. The key strengths of the provision include exceptional partnerships with parents and the childminder's ability to promote high quality learning through planned and purposeful play. The childminder is eager to develop her provision and uses parental and child feedback to help evaluate her practice. This helps to ensure that in the majority of cases future developments 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:

- develop opportunities to support children in beginning to know about their own cultures and beliefs and those of other people
- plan and carry out regular evacuation drills with the children and use this to evaluate the effectiveness of the current evacuation procedures and provide additional support for individual children if and when needed.

## **The effectiveness of leadership and management of the early years provision**

The childminder has effective procedures in place to ensure that the children in her care are kept safe. She demonstrates a good understanding of issues surrounding safeguarding children and understands the procedures to follow if she had serious concerns about a child's welfare. Children are kept safe through the childminder's practical awareness of assessing risk and through ensuring that the premises and

equipment are checked regularly to ensure that they are in a good state of repair. Children benefit from being able to self-select from a wide range of resources and play in a space which is bright and welcoming. Children's art and craft work is attractively displayed around the room, encouraging high levels of self-esteem and confidence amongst the children. The childminder provides care for older children who attend the premises after school and through very good self-deployment she is able to ensure that the needs of each child are met and that all children receive her attention and input during their play.

The childminder has developed secure relationships with many early years settings that children attend, and in some cases she has utilised these partnerships very well. For example, through sharing resources, such as circuit boards, she has supported older children to learn about energy. Although the childminder has not previously cared for children with special educational needs, she demonstrates a clear understanding of how secure partnerships with other early years professionals can help to aid consistency and coherence.

Partnerships with parents are exceptionally strong and this helps the childminder ensure that she meets each and every child's needs while they are in her care. Parents receive regular newsletters to ensure they feel well informed about their child's day and the childminder shares information with parents about the activities planned, allowing them to extend some future learning opportunities within the home. Parental feedback is actively sought by the childminder and this is used, along with older children's views to help her evaluate her service and plan future developments. This ensures that changes to the provision are well targeted and have a beneficial impact on the children.

The childminder currently works closely with parents to ensure she meets the needs of each child, particularly those who speak English as an additional language. Care has been taken by the childminder to recognise the home languages spoken by the children and she actively encourages the use of these within some activities. The learning and development requirements are met exceptionally well and as the childminder plans activities taking account of individual children's next steps; she ensures that all children are supported in making very rapid progress.

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

Children are making exceptional progress in their learning and development in relation to their starting points. As the childminder has experience of working as a teacher she is very aware of the benefits of observing children's stages of development and planning future activities to promote ongoing challenge and enjoyment. As a result, pre-school children visibly enjoy their time learning through play. Children enjoy using resources to support their play and particularly enjoy pretending to make cakes with play dough before putting them in the toy oven to cook. Children are very confident in the childminder's care and work together cooperatively. The childminder recognises the benefits of offering play and learning

opportunities in the outdoor environment and utilises this aspect of her provision very well. Toddlers enjoy accessing the outdoors whenever they wish and develop an enjoyment at being active as they have an egg and spoon race, jumping up and down with excitement as they complete the challenge.

Older children in the early years age range who attend the setting after school enjoy adult-led activities based upon themes, before enjoying free play with their friends. Children are currently investigating different aspects of the topic 'being healthy' and have designed posters to demonstrate the importance of thorough hand washing routines. Toddlers are fully included in the activities on offer and enjoy mark-making as they join the older children in making a '5 a day' booklet, supporting their excellent understanding of making healthy choices and maintaining a healthy lifestyle. Older children enjoy taking responsibility for helping those younger than themselves in their activities and all children show kindness and compassion to one another. Behaviour amongst children is very good and this is promoted through using stickers to recognise toddler achievements and pebble jars to encourage helpful and kind behaviour from older children.

Children show interest in their activities and are curious in their play. The childminder has a wide range of resources that supports their ongoing understanding and awareness of the wider world. However, more could be done to develop opportunities for children to explore their own cultures and beliefs while developing an ongoing respect and understanding of other people. Children learn to be safe and receive gentle reminders from the childminder about taking care in their play, with older children being encouraged to think about what they would do to keep themselves safe in the event of a fire. However, as this has not yet been extended to support younger children's awareness, some children have less understanding of the action to take in the event of an emergency. Children's progress in their communication and numeracy is exceptionally good. They work independently and persevere in their activities. Children play a full and active role in their learning and are well equipped with the fundamental skills required for a successful future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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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