

Inspection report for early years provision

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Inspection date	22/03/2011
Inspector	Catherine Greenwood
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 has been registered since 2002. She lives with her husband and two children, aged 15 and 11 years, in Guildford, Surrey. The home is within easy reach of local facilities, such as, schools, parks, shops and the town centre. Children have access to the ground floor of the home, with toilet facilities provided upstairs. There is a fully enclosed outdoor play area. The family have a dog and hamster as pets. The provision operates from Monday to Friday, for most of the year.

The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Registers to care for a maximum of six children under eight years at any one time. There are currently five children on roll in the early years age group, all of whom attend part-time. The childminder also offers care to children aged over five years to 11 years. She has completed a Diploma in Childcare Practice and Quality First Assurance award. She is a member of the National Childminding Association and Surrey Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's ability to meet children's varying individual needs, combined with her knowledge of their individual abilities and developmental progress are key strengths of the provision. She creates an inclusive environment, where parent's involvement in their children's care and education is fully valued. Systems to evaluate practice are effective in supporting the childminder to make continuous improvements to the provision and identify future aims. The childminders' attendance at numerous training events has increased her understanding of the Early Years Foundation Stage and enable all children to make good progress in their learning and development. Most aspects of children's safety are met.

What steps need to be taken to improve provision further?

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

- review and improve the risk assessment so it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded due to the childminder's good knowledge and understanding of child protection procedures. She completes daily checks of the premises and keeps detailed records of action taken to reduce safety hazards.

However, the risk assessment record does not include everything that a child may come into contact with, such as, seating used for mealtimes. Consequently, some furniture is not safe and appropriate for children's age and stage of development and is a potential safety risk. Recommendations made at the last inspection have been met. Since the last inspection the childminder has introduced additional resources that successfully capture children's interest and has widened the variety of places she takes them on outing's. Self-evaluation includes areas for future improvement, such as, the adaptation of children's assessment records.

The environment is very welcoming. There is a good range of resources made easily accessible to children in the childminder's playroom. Children's motivation within their play is successfully achieved because the childminder gives careful consideration to the presentation of play equipment. For example, she sets up 'space station areas' using small world toys and a reflective silver cloth. Toy boxes are labelled with associated pictures, which enables children to make independent choice's within their play. Children are fully included. The childminder uses her knowledge of children's individual abilities and gives them appropriate support so they can all take part in activities. Resources that reflect positive images of difference help children to learn about diversity.

Effective partnerships established with parent's and other provider's delivering the Early Years Foundation Stage, lead to continuity in children's care and learning. Children's learning journeys and daily diaries include detailed observations and information about children's developmental achievement's and well-being. The childminder welcomes parent's comments within the diaries, which include information about children's individual needs that are observed at home. Discussion sheets in children's learning journey's are used to record details of parent's views about their children's progress. Questionnaire's are used to obtain parent's views and show they are happy with the provision. Parent's say 'I am so chuffed I have found the childminder, my child loves her and she is great with the children and very caring. My child will go up to her for hugs and cuddles'.

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

Children are provided with a good range of experiences. For example, they are taken on weekly visits to a toddler group, on walks in the local environment, to parks, and 'play and learn' sessions at a local children's centre. In addition, children are taken on a wide variety of outing's to other places such as woodland and National Trust sites. Assessment record's show the childminder has a good knowledge of children's developmental progress. Learning journey records include observations and assessments of children's achievements' in each area of learning, as well as some future aims for their learning.

Children show great motivation, determination and energy within their play. They develop an awareness of their own identity as they look at themselves in low level mirrors in the childminder's playroom. Children are generally well behaved and cooperative, and are reminded of the rules, for example, to take their shoes off by

the door after playing in the garden. The childminder is persistent in obtaining children's cooperation so they understand the boundaries and expectations. She encourages children to share the play equipment and her attention, for example, as she plays 'tickling games' with resources in a treasure basket. Children are provided with reassurance, for example, as the childminder puts babies on the floor to play, she reminds them that she is still close to them. Children are beginning to show interest as the childminder reads favourite books, such as, 'planes' and 'The Gruffalo'. She encourages children to focus and concentrate when she reads stories, for example, by sitting them near to her where they can see the books, and asking them notice and name things they see. Children develop a good range of vocabulary as the childminder talks with them throughout the day and asks questions that encourage them to respond and engage in conversation. Photographs and observations show that children make marks, for example, as they put their finger's in yoghurt and notice the effects.

Children show great concentration as they join pieces of puzzles, and persist until they have completed them successfully. They are beginning to identify difference in size, for example, as they throw football's in the childminders' garden. They learn to count in numerical order as they sing number songs, and to identify the colour of food during their play and at mealtimes. Children explore the environment and learn about how things grow as they are taken on regular visit's to the childminder's allotment, where they pick vegetables, fruit and flowers. They learn how to operate programmable resources, for example, as with the childminder's support they use remote controlled cars. Children gain an understanding of difference as they play with resources that include positive images of diversity, such as dolls, books, and playpeople. Children develop control of their movement's as the childminder supports them with using resource's such as a small trampoline at toddler group. They enjoy outdoor play and show enthusiasm as they use a small slide, learn to balance on see saws, and steer and manoeuvre wheeled resource's. They develop an awareness of space as they crawl through play tunnel's which the childminder sets up in the playroom and garden. Children use their senses, for example, as they are encouraged to explore a range of object's in a treasure basket. All children are all fully included. For example, the childminder sits near to a sand and water tray and holds babies' so they can use sand and water in on outdoor tray. Children explore the sound's of musical instrument's as they take part in weekly sessions at a local music group. Consequently, some children develop a love of music and singing.

Children are provided with a good range of fresh fruit at snack time, which they eat with enthusiasm. Parent's provide all other meal's which include healthy and nutritious food. The childminder holds babies on her lap whilst they are drinking so they are relaxed and comfortable. Children are protected from the risk of cross infection, for example, as they are encouraged to wash their hands at appropriate times. The childminder is observant and response to the support that children need to help them learn about their own safety as they explore the environment. However, she has not given enough consideration to the safety of seating at mealtimes as they sit on high level breakfast bar stools.

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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