

Inspection report for early years provision

Unique reference number	EY418147
Inspection date	19/04/2011
Inspector	Louise Bonney

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 registered in 2010. She lives with her husband and child in Woking, Surrey. The home is close to parks, the town centre and public transport links. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The family has a pet cat.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has two children on roll in the Early Years age group, both attending part time.. She is registered to care for a maximum of five children under eight years at any one time, no more than two of these may be in the Early Years age range and of these no more than one may be aged under one year at any one time. The childminder provides daytime care from Monday to Friday throughout the year. There is no provision for overnight care. The childminder attends childminder groups and the local Sure Start children's centre with minded children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises her provision very well and provides children with a variety of activities they enjoy, and which overall promotes good outcomes in their learning and development. She maintains most records accurately and implements procedures that safeguard the children. She establishes strong partnerships with parents and shares information with them that contributes to good continuity in children's care and learning. She knows to establish links should others also begin to provide care for the children, such as nurseries and pre-schools. She continually evaluates her provision and introduces changes that are of benefit, showing a good capacity to maintain improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the children's hours of attendance (Documentation) 03/05/2011

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

- develop the extension of activities to further stimulate children's play and learning
- share children's identified next steps in learning with parents promptly, and involve them more in the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

The childminder has in-depth understanding of safeguarding issues and of how to support the welfare needs of the children in her care. She has developed and implemented written policies and procedures that both support children's welfare, and which reflect her commitment to providing an inclusive setting that welcomes all families. She carries out rigorous risk assessments of the children's environment both within her home and on outings, and she reviews the record to effectively reduce hazards. All adults living on the premises have had appropriate checks to show they are suitable to be with the children. The childminder maintains most records accurately, such as accident and medication records, and shares these with parents to provide continuity in children's care. However, she does not always complete the attendance register daily to record the exact times of children's arrival and departure. This breaches the welfare requirements.

Children benefit from the childminder's well-organised provision. She has attended many additional workshops to build upon her knowledge relating to children's activities and partnerships with parents. She uses her training effectively to develop sensory play and language skills. She is continually developing the already good range of resources available to children, such as the treasure basket which contains safe household and recycled objects for children to explore. She agrees new groups for the children to attend with parents, such as gym or craft groups, to further extend her provision. She seeks support from more experienced childminders as she develops the now effective systems for observing and assessing children's progress. This shows a good capacity to maintain continual improvement.

The childminder promotes equal opportunities well. She seeks detailed information from parents about children's care and development, as well as matters relevant to their cultural background. This means she is able to provide appropriate activities and routines to support their individual needs when they first start. She displays lists of key words in children's home languages and uses these during their activities. This builds on their self-esteem as she values their individuality. Her development plan includes researching the children's different cultures and to reflect their festivals within her provision. This supports the children's sense of self-esteem and a positive view of difference and diversity.

The effective partnerships the childminder establishes with parents provide good continuity in children's care and learning. Parents receive clearly documented information about the childminder's provision when they first join her setting. They complete contracts and consent forms to agree the care their children are to receive, and the childminder is flexible and supportive of each family's needs. The childminder completes a daily diary for the children that is taken home and which some parents contribute to. This provides all parties with information about children's ongoing care needs and detailed summaries of their activities when with the childminder. Parents see their children's learning records with their identified next steps occasionally, but do not yet contribute to these. The childminder is

aware of the need to establish links with others when relevant, such as nurseries, but her minded children currently do not receive support elsewhere.

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

The childminder helps children make good progress in their learning and development. She observes the children's progress and monitors this against the Early Learning goals. This helps her identify any gaps in her provision or delays in children's development, including special educational needs and/or disabilities. She uses her observations to assess children's next possible steps, which helps her provide targeted support during activities. Children have appropriate challenges although some activities are not always fully extended to further develop their play and experimentation, such as when painting. Children have easy access to a good range of resources which are set out accessibly, many of which are clearly labelled with pictures and writing. This draws their attention to writing carrying meaning. Children show great confidence as they initiate their own play and choose what they want to play with. The childminder interacts well with the children as they play. She repeats words toddlers say to her and often uses their home language and models new language. This gives children confidence as they develop communication skills. Toddlers enjoy sensory activities that stimulate their exploration and curiosity. They spread paint on large sheets of paper with their hands and sponges, repeatedly lifting the paper as the sponge sticks or dipping their hands in the paint and then rubbing them together relishing how it feels. In the garden they paint the wall with water and drizzle dry sand through their fingers. They learn about technology as they press buttons on battery operated toys, or look at photographs the childminder takes on her digital camera. Children plant lettuces and learn they need to water them each day to make them grow. Toddlers develop confidence with others as they attend various group activities, where they have opportunities to socialise and access additional activities. They develop awareness of differences between themselves and others as they play with resources that reflect diversity and value diversity as they go out into the community.

Children learn to play safely. They respond well as the childminder reminds them of the rules and they develop appropriate behaviour. Toddlers stop trying to climb through a barrier onto the newly planted grass when the childminder asks them to and then distracts them. They develop balance and control as they push themselves along on wheeled toys avoiding obstacles. They learn to assess appropriate risks, such as when playing on larger equipment at gym-club or at the park. Children show they feel safe and secure with the childminder as they now happily allow her to move away from them and enjoy playing in larger groups. Children develop a strong sense of belonging. Their photographs show them which low peg belongs to them on arrival, immediately making them feel part of the setting. They have a blanket bought by the childminder that reflects their own special interests, such as in trains, and after their sleep they are enthusiastically welcomed back by the childminder and other children.

Children develop good health through activities and routines. They have daily opportunities for energetic play in the fresh air, either in the garden, parks or at the Sure Start children's centre. They learn about safety in the sun as the childminder applies their sun cream. The childminder liaises with parents about children's diets to support the provision of nutritious and developmentally appropriate foods. She encourages children to try various new foods, such as different fruits, to extend their tastes. She follows home routines around naps and bottles so that children settle well and have energy for their activities. Children receive sensitive emotional support as they learn to separate from their parents, or share and take turns with other children.

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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met