

Inspection report for early years provision

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Inspection date	12/05/2011
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 1991. She is registered to provide care under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for a total of five children under eight years of age at any one time, three of whom may be in the early year's age range. There are currently three children on roll in this respect. She lives with her husband, two adult children and newborn granddaughter in a four bedroom house in an urban setting in Burpham, near Guildford. It is possible to walk to some local primary schools, pre-schools, parks and local shops from the home.

The ground floor of the premises is used for childminding where children have access to play, rest and toilet facilities. There is a fully enclosed garden available for outside play. The childminder is a member of the National Childminding Association and is currently studying for a level three professional childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the good systems in place to protect their safety and promote their health. The childminder demonstrates a good understanding of the aspects of her provision which would benefit from further improvement and has already sought the advice and support of others to ensure any changes made are beneficial to the children who attend. Partnerships with parents and others are in place and many of these are secure. This helps to ensure the childminder is in a sound position to support children through having an awareness of their individual needs.

What steps need to be taken to improve provision further?

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

- extend information sought from parents regarding children's cultures and languages spoken and plan ways to support all children in developing their awareness and respect for diversity
- review how information is shared with parents to ensure all parents receive high quality feedback about their child's achievements, whilst seeking their views to support self-evaluation and future development
- develop the use of observations to track children's progression across all areas of learning, ensuring that any gaps in learning can be quickly identified and supported where appropriate.

The effectiveness of leadership and management of the early years provision

The childminder is very aware of how to ensure that her setting is safe as she carries out weekly risk assessments whilst ensuring that her awareness of safeguarding issues is current. The childminder has attended training in safeguarding children, along with a range of other workshops which have helped her to review her service and implement changes to promote future development. The childminder is currently studying a professional qualification in childcare and this has helped to provide new activity ideas which she has successfully implemented. For example, the childminder has recently developed messy and creative play provision through encouraging children to explore 'gloop'. Children enjoy this addition to the activities on offer and are well supported in investigating mark-making and sensory play with a different type of media to what they are used to. Previous improvements also include the way the childminder accurately records children's times of attendance at the setting and how she has sought some toys and books which reflect positive images of people from different cultures or those with additional needs.

The childminder currently cares for children who speak English as an additional language and encourages them to use their language to some extent within the provision. However, this is limited and the childminder has not approached all parents regarding how she can encourage their child to feel valued in terms of their own culture and language whilst in her setting and has not planned many activities to support all children develop a respect for the diverse backgrounds of the children who currently attend. The childminder seeks information from parents to help her learn about each child and provides verbal feedback when children are collected. However although she has recognised that this is not always appropriate for busy parents she has not yet developed other methods of ensuring that chains of communication are clear. Information requested from parents regarding children's starting points in learning are well sought in most cases, which has a beneficial impact on how the childminder can support individual routines and provide activities based upon children's current interests.

The childminder has developed good relationships with other early year's settings which children attend and has worked hard to establish and encourage the sharing of information between settings. The childminder has found these relationships are sometimes hard to sustain, although she is eager to work closely with other providers to ensure she remains well informed about the children's progress and care received elsewhere. Children when in the childminder's care are confident, happy and engaged and enjoy accessing a wide range of resources from boxes of toys around the room. The childminder deploys herself very well to ensure she is in a position to provide support or guidance to a child where required and children benefit highly as a result.

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

Children play happily when attending the setting. They frequently approach the childminder for a cuddle during play, or to share with her, the interesting toys they have found, such as a cockerel which sits on top of a small doll's house. The childminder shows interest in what children have to say and sits with them on the floor as they play happily. Children are in most cases supported effectively in terms of their learning and development, although the childminder is developing her confidence with how to use the observations she makes of children during play to successfully plan interesting and relevant future activities. The childminder demonstrates an awareness of some children's next steps in learning and naturally asks questions and encourages children to problem-solve during their play. For example, children find a puzzle and take out the pieces. The childminder encourages discussion about the animals on the puzzle and allows times for the child to work out which way around the wooden piece should go. Children go on to explore a shape sorter, which the childminder uses to encourage shape recognition. She recognises quickly that this may be a bit advanced for a child and therefore turns around the toy to show one side of the sorter only. This quickly ensures a more appropriate level of challenge is provided and demonstrates the childminder's clear awareness of the child's individual stage of development.

Children enjoy their play and confidently chat with the childminder about their activities. They enjoy looking at books together and spend prolonged periods of time exploring the shapes and patterns they can make in coloured modelling dough. Children learn to roll and squeeze the dough before showing the childminder the dog they has made. Children are effectively engaged in most activities and therefore behaviour is good. The childminder uses encouragement to promote good behaviour and children respond to this well, for example when a child becomes bored of an activity the childminder encourages them to help tidy away, giving lots of praise when they join in happily.

Children play in a safe environment and respond well to reminders by the childminder to take care. A toddler demonstrates his awareness of keeping safe as he explains not to touch a mug. The childminder explains that this is the mug she usually uses to have a hot drink from. Children enjoy being able to access their own drinks independently and enjoy the snacks and meals brought in from home. Children develop a good understanding of following appropriate hygiene routines, for example as they are supported in washing their hands before eating some raisins.

Overall, children enjoy the time they spend in the childminder's care and the activities which they eagerly choose from. The childminder's plans to develop the way she uses the observations made of children during play, suggests she will be successful in ensuring children will make good progress across all areas of learning. Currently children are showing enjoyment and engagement in the activities on offer and are beginning to develop the 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

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	3
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	3

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	3
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	3

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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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