

Inspection report for early years provision

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Inspection date	21/06/2011
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.

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Description of the childminding

The childminder was registered in 1993. She lives with her husband and five of her six children, aged 15, 13, 11 years and two aged nine months. The family live in a residential area close to Knaphill, Horsell, Goldsworth Park and Brookwood. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. There is a fully enclosed garden available for outside play. 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 parts of the Childcare Register. The childminder may care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age group. There are currently three children on roll in this age range, all of whom attend part-time. The childminder also offers care to children aged over five years to 11 years. She collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's ability to observe and promote children's development is a key strength of the provision. She embraces children's achievements, asks questions that develop their enquiring minds and helps them reach their full potential. The childminder knows each child well and works closely with parents to meet their individual needs. She strives to provide a good quality service and works hard to meet the needs of the young children she currently looks after. The childminder has a good in-sight into what works well within the provision, and uses this knowledge to improve most outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the range of resources for children to be independently creative and make their own designs.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has a good knowledge of child protection procedures. Risk assessment records show she takes action to reduce hazards and keep children safe. The childminder has a very good knowledge of the strengths of the provision, including an accurate awareness of what she successfully achieves in her day to day practice. Recommendations made at the last inspection have been met. In addition, the childminder has made

changes to the provision that have improved outcomes for children, particularly to the garden area. A good range of play equipment is made easily accessible in the main play area, although the accessibility of resources for children to be independently creative are limited, which restricts their development in this area. The garden is divided into two separate areas so that younger children have access to age appropriate outside play equipment, such as a small enclosed trampoline. Consequently, they remain safe when older children are playing outside. The childminder shares her attention equally between all the children and fully includes them during adult-led activities, such as story times. Dolls, books, and puzzles that reflect positive images promote children's understanding of diversity.

The childminder communicates with other early years provisions that children attend, and shares observations of their individual progress and next steps for learning. This includes information about their abilities and talents, particularly where they exceed the early learning goals, to ensure children are provided with sufficient challenge. The combined use of a daily diary by childminders who share the care of some children, means children are provided with continuity of care and learning. Parent questionnaires show they are happy with the provision. For example, they say: 'I am very happy, my child loves coming to your house and really benefits from the routines and wide range of activities', 'I am delighted with the care and love and attention my child receives' and 'what I really like is that my child is so comfortable with the whole family'. Discussions with parents at the end of each day ensure they are well informed about children's individual achievements. Daily diaries include on-going detailed observations of each child's developmental progress and well-being, as well as information about daily activities and events. Parents are invited to contribute to these records, including events in children's home lives and observations of their achievements. This provides an all round view of children's developmental progress.

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

Children are provided with a good range of activities and experiences. The childminder fully embraces children's individuality and plans activities that includes their interests, for example in nature. Children know the childminder's rules and what is expected, and are very well behaved and co-operative. The childminder encourages them to share resources and makes suggestions that promote their ability to negotiate with each other during their play. Children show good independence as they choose their own play equipment and are helped to overcome any frustrations they experience whilst achieving their aims. The childminder has an excellent knowledge of children's individual abilities, which she uses to ask questions that extend their learning and provide them with sufficient challenge. This supports and promotes their enthusiasm for learning.

Children develop a good range of vocabulary and are encouraged to use words appropriately during conversations. The childminder extends children's interest in letter formation, for example, as they write their name in cards for Father's day.

Samples of children's work show they have regular opportunities to draw and make marks. Children listen very attentively to stories, and respond with enthusiasm to questions that encourage them to recall and talk about what they see and understand in books. More able children have good opportunities to develop an understanding of the sequence of stories, because together with the childminder, they take it in turns to look at pictures that have no words and make up stories. They also enjoy looking at books independently.

Children are encouraged to count in numerical order; for example, whilst on outings they count the number of posts outside a local bank. They learn about the features of living things and life cycles, for example as they talk about plans to watch live caterpillars hatch, and look at snails crawling along pieces of damp cardboard in the childminder's garden. Planning includes topics that help children to learn about the seasons and the wider world, such as holidays, Diwali, Christmas, insects, flowers and the beach. Children's understanding of difference is developed as they learn about how people who are blind use 'the green man' to cross the road, and are encouraged to talk about people they know who might need to use this resource. Children's physical skills are promoted through regular outings to a soft play and gym facility. They talk with the childminder about recent achievements, such as balancing independently along a beam, and are very proud of what they can do. With the childminders support, they learn to hold onto balancing rings and steer and manoeuvre wheeled toys, such as toys buggies, with control.

Children play imaginatively with dolls and a play kitchen, which are made easily accessible. They enjoy singing sessions at toddler groups, where they join in actions and songs and use musical instruments. Children develop their creativity, for example as they take part in adult-led activities. These include drawing, painting and using glue to make collages. Whilst painting pictures of butterflies, the childminder shows children how to mix paint to make different colours. However, the range of resources for children to be independently creative and make their own designs is limited, which restricts children's development in this area of learning. Children behave in ways that are safe for themselves and others, because they know the expectations and boundaries the childminder establishes when they first start at the provision. Their understanding of danger and how to stay safe is evident, as they remember and talk about why they need to wear seat belts in the car, as well as the expectation that they hold the pushchair and wait for the green man when crossing the road. The close and caring relationships that children form with the childminder shows they feel safe and secure. Children are provided with healthy food by their parents that includes a good variety of fresh fruit for snack times. The childminder provides additional food, if needed, that takes account children's individual dietary needs. Children are protected from the risk of cross infection as they are encouraged to learn about good hygiene practice. Consequently, children's good health is promoted.

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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