

Inspection report for early years provision

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Inspection date	23/06/2011
Inspector	Cathy Hill
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 2011. She lives in a ground floor flat in Frimley Green, Surrey. The whole of the home is used for childminding activities. There is a communal area for outdoor play and children are also taken out regularly for walks and to the park. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of three children under eight years at any one time, of which no more than three may be in the early years age group. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is well organised and provides a happy, welcoming environment in which children make good progress as they learn through play. Systems to monitor their progress are good overall. Children have secure relationships with the childminder and have daily opportunities to develop their skills. The childminder implements policies and procedures to promote inclusive practice. She is enthusiastic and although self-evaluation is in the early stages, her capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- improve children's development by tracking their progress and by clearly identifying their next steps in each learning area
- improve systems to review and assess practice in order to secure continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded by the childminder. She understands her role and responsibilities with regard to child protection, has attended training in this area and has booked on to further training reinforce her knowledge. She has a safeguarding policy to support her practice which she shares with parents. Children are very settled in her home and readily turn to the childminder for reassurance and support, showing that secure trusting relationships are established. The childminder has risk assessed her home and outings she takes children on and children are safe because they are well supervised. She effectively organises her time and space to meet children's individual welfare and learning

and development requirements. A good variety of age appropriate toys are accessible to children in clearly labelled storage boxes. Resources are rotated to maintain children's interest. A variety of posters displayed at children's height, for example depicting the alphabet and shapes, provide a stimulating surround for children. A welcome poster displayed shows a variety of greetings in a range of languages. The childminder has good understanding of children's individual needs and effectively works with others to ensure they are met. Her positive attitude to diversity provides a good role model for children helping them learn about difference. Children develop a sense of ownership of their environment as the childminder provides them with age appropriate furniture so they can be independent, for example, in choosing whether to sit at a table for an activity.

The childminder has established very good partnerships with parents and others involved in children's care. There is a daily exchange of both written and verbal information with parents about their child. Parents are given copies of all the policies which underpin the childminder's practice, for example, her equal opportunities and accident and emergency policies. Parents are very positive in their praise of the childminder who they find is 'kind, respectful, flexible, highly competent and thoughtful in her approach to childcare'. The childminder has only been childminding a short while and reflective self-evaluation is in the early stages. However, she has identified some areas for development, such as extending the outside learning environment for children and to access further training to further develop her own knowledge and skills. This demonstrates a commitment to continuous improvement.

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

Children have good opportunities to progress their learning and thereby develop their future skills. The childminder provides children with a balance of child-initiated and adult-directed play. She assesses their development but does not link her assessments to the different learning areas or record children's next steps, although she does know what these are. She recognises that children's learning records are an area for further improvement and has been proactive in obtaining a record book in which she can track children's development and clearly identify their next steps. Children are very happy and behave very well as they receive sensitive support with their play. Photographs of children and their family are displayed within the childminder's home which develops children's sense of belonging. Children are developing in confidence and self-esteem as a result of the generous praise they receive from the childminder as they play. She enthusiastically applauds children's efforts and shows from her tone of voice and smiles that she delights in their achievements. Children's communication skills are developing very well as the childminder interacts with them during play. She takes a sincere interest in what children say and do. Children develop an understanding of different emotions as they play with bear puzzles showing different emotions on the faces of the bears. The childminder asks children how they think the bear looks and names the different expressions, for example, happy or grumpy, to develop children's vocabulary.

Children relax and enjoy learning through creative play activities, such as making a collage face. The childminder talks to children about different facial features and children concentrate well as they carefully stick, in the right positions, eyes, a nose, mouth and hair on a paper plate face. Children learn about size as they sit with the childminder and draw around her hand and their hand, noticing one is big and the other little. They take ownership of their learning as they independently choose a train stencil to sit and draw around. They have fun colouring in the shapes they have drawn and as they freely make marks on paper, developing their early writing skills. They have had good opportunities to learn about the natural world during outdoor play. They have planted herbs, such as mint, rosemary and sage, and the childminder encourages them to smell the different herbs. They have discovered frogs outside and studied snails and slugs in a bug-catcher.

Children display an understanding of safety as they wait to hold the childminder's hand when walking round to the outside play area. They learn about road safety when out with the childminder and about safety in the home as they have taken part in a practise of the childminder's fire drill. Children develop a good understanding of a healthy lifestyle through access to healthy foods and regular exercise. The childminder provides children with a variety of balanced, nutritious meals and children show independence as they feed themselves spaghetti bolognaise for their lunch. Before lunch children follow good hygiene routines as they wash their hands. Children eagerly put their shoes on for outdoor play. They enjoy being out in the fresh air where they have access to a variety of equipment to support their health and physical development, such as, a play tunnel, ball pond, hoops and a stepping stone musical mat.

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

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

Met