

Inspection report for early years provision

Unique reference number	EY422158
Inspection date	12/07/2011
Inspector	ISP Inspection

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 is registered to work from her co-childminders premises in Haslemere in Surrey. The co-childminder lives with her partner and child aged two years. The premises is close to shops, parks, schools and public transport links. The whole of the co-childminder's home is used for childminding, with the exception of two of the bedrooms. There is one pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder co-childminds with her daughter Monday, Tuesdays and Wednesdays and during these times is registered to care for a maximum of eight children under eight years at any one time, of whom no more than five may be in the early years. There are currently five children on roll in the early years. The childminder collects children from the local school and attends several toddler groups on a regular basis. The provision operates from Monday to Friday, for most of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's patient approach combined with her ability to assess different situations and use her own life experience to promote children's learning, are key strengths of the provision. Excellent teamwork with a co-childminder and good communication with parents means children's individual needs are well met. Consequently, children make good developmental progress. Since registration, the childminder has reflected on the quality of the provision and made changes that have improved 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 programmable resources including ICT equipment.
- improve the range of resources and activities to promote children's awareness of disability

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has a secure knowledge of child protection procedures. Comprehensive risk assessment records are completed for all areas of the premises and outings. The childminder takes appropriate action to reduce hazards. She is very aware of children's movements,

as she works closely with her co-childminder to ensure children are well supervised at all times, particularly as they choose to move freely between all the downstairs rooms and the garden.

The childminder recognises how she has been able to put her knowledge from training into practice; for example, she has become more objective in the way she promotes children's learning and draws on her own experience to compliment the care provided for children. The childminder has completed a written self-evaluation, which shows how she compliments the skills of her co-childminder in meeting children's individual needs and promoting their learning. Her caring approach, combined with the co-childminders ability to plan an exciting range of activities, means children have good opportunities to reach their full potential.

The childminder works collaboratively within the setting to share knowledge, question practice and test new ideas with her co-childminder. This effective partnership and teamwork means children are provided with continuity of care. Where children receive education and care in more than one setting, the childminder shares relevant information about children's learning priorities to ensure continuity and coherence.

The childminder works closely with parents to meet children's individual needs and keeps them well informed about events and their children's achievements, through the use of a daily diary and learning journey. This good communication combined with the home from home environment, means that children make good developmental progress. Parents' comments show they are happy with the provision; for example, they say "the childminder is very friendly, well organised and when my children started I received lots of information that helped to reassure me" and "our children are extremely happy and comfortable and it is great to have such confidence and peace of mind when dropping our children off in the morning".

A good range of well organised resources are made easily accessible both inside and outside the provision. Children are provided with good support and encouragement, which successfully increases their confidence to access resources independently. Their inclusion is promoted through the provision of sufficient resources for them to take part in the same activities. The childminder treats every child as an individual and gives them equal care and attention. However, the play equipment does not reflect all aspects of diversity, particularly in relation to disability, which restricts the opportunities for children to develop their understanding of difference.

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

The childminder has a very good awareness of how children feel each day and responds to their individual needs. For example, when they have been away from a playgroup for a while, she embraces their need for a big hug before she leaves them for the session. Planning is used in a flexible way and is linked to children's

individual interests. A weekly timetable identifies morning and afternoon activities that incorporate areas of learning and events within children's home lives. For example, a recent holiday to France has triggered planned activities to extend all children's learning about this country, where they try French food and make flags and pictures for pretend passports.

The childminder successfully promotes children's good behaviour by giving them lots of praise for their individual achievements and co-operation. She is skilled at distracting and diverting their attention, which means that any potential difficulties are quickly overcome. Observation and assessment records are of good quality and show the childminder's good knowledge of children's individual abilities and developmental progress. Children are very happy, relaxed and at ease. They form close relationships with the childminder and her co-childminder and show great enthusiasm, excitement and motivation within their play. Children benefit from attending Sure Start groups, where activities are provided that link to the early learning goals. Consequently, they enjoy being in a different environment, forming new friendships and taking part in different activities that promote their learning. They show good independence and confidence as they choose resources and move freely around the ground floor rooms of the co-childminders premises.

Visits to the library enable children to take part in singing sessions and choose books independently. Some children can identify the letter their name begins with, for example, as they find hand prints with letters of the alphabet displayed on the childminders fence and choose to park wheeled toys in this area. Children have good opportunities to explore the local environment; for example, a visit a travel agents to collect brochures on holidays to support the weekly topic. They look at programmes on the computer that include different cultures, languages and countries. Consequently, children are beginning to develop an awareness of some aspects of diversity. They plant sunflower seeds and strawberries in the garden and put fruit and vegetable peelings into a container, which helps them to understand about recycling processes. However, the range of programmable toys is limited and restricts children's learning in this area of their development.

Children show they feel safe, as they snuggle into the childminder for a cuddle when getting ready for bedtime. They learn about their own safety and the danger of the road when walking to playgroup, as the childminder explains about any hazards and asks them to identify any they can see themselves. Well balanced and healthy menus take into consideration children's individual dietary needs, for example, if they are vegetarian. These are displayed for parents to see and incorporate food that successfully broadens children's experience of trying different dishes. Children are protected from the risk of cross infection; they wash their hands at appropriate times and the childminder follows good hygiene practice when changing children's nappies. They have very good opportunities for physical play; for example, they use wheeled toys, play tunnels and obstacle courses in the childminders garden. Regular outings to the park and Sure Start centre provide children with opportunities to run freely and extend their physical abilities as they use large equipment. They often play imaginatively, for example, as they use large cardboard boxes and pretend they are boats at the seaside. They develop their creativity as they make and design pizzas, paint pictures of food they have seen in the supermarket and use a wide range of media, that promotes their creative

abilities; for example, paint, play dough, water and sand. Children express themselves freely, as they sing spontaneously during activities and as part of a group.

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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