

Inspection report for early years provision

Unique reference number	EY253377
Inspection date	15/07/2011
Inspector	Jane Nelson
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 2003. She lives with her husband and three children aged 13, 11 and seven years in Banstead, Surrey. The whole of the ground floor of the childminder's house, with the exception of the office, is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight, three of whom may be in the early years age range, at any one time. The childminder is currently caring for three children in the early years age group and three children aged five who attend before and after the school day. The childminder is registered to work with her husband as an assistant, which occurs on a part time basis. The childminder walks and drives to the local schools, parks and shops. The childminder regularly attends local toddler and music groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder uses her knowledge of individual children's needs, stages of development and interests to plan and provide a good range of play experiences that support children well in making progress in their learning and development. Strong relationships with parents are built and result in information being shared well. The childminder is highly committed to, and is highly effective in working in partnership with other settings children attend. Self-evaluation is used well to reflect on practice and demonstrates a good commitment, in most areas, to ongoing improvement.

What steps need to be taken to improve provision further?

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

- extend the existing use of self-evaluation to focus future training needs and identify future professional development
- review the frequency of existing opportunities to share observations and assessment relating to children's development with parents and invite parents to contribute to these

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibilities relating to child protection. She is aware of the procedures to follow, should concerns arise or an allegation be made

relating to her, and has attended training to support her knowledge in this area. Risk assessments are used effectively to monitor and reduce possible hazards in the home and on outings. The required records are detailed, well maintained, regularly updated and extended to include outings. Some risk assessments relating to outings, particularly to areas not visited previously, are creatively illustrated with photographs taken during a 'pre visit' made by the childminder to the area.

Self-evaluation is used effectively by the childminder to provide an accurate diagnosis of her strengths, monitor and reflect on what is working well and how children's individual needs are being met. The childminder enjoys her work and feels she provides a high quality service. A good commitment to ongoing improvement is demonstrated by the ongoing training the childminder has attended throughout her career, and how she keeps abreast of developments in childcare. Plans for some aspects of future development, such as her own professional development, are less fully developed.

The childminder's family home is welcoming and the ground floor where childminding takes place, is child orientated and well organised for children to eat, sleep and play comfortably and safely. An extensive range of good quality play materials and equipment are provided for children of different ages. Different cultures and abilities are reflected in the range of resources provided and various festivals are included in the childminder's planning. The childminder is resourceful in providing a varied range of play experiences, combining home based play with visits to local pre school groups. A good range of activities relating to individual children's interest and stage of development are provided. For example, the childminder encourages older children's letter recognition by hiding plastic letters in a container of shredded paper, or burying letters in a tray of sand, encouraging children to find and feel the shapes of letters. With younger children the childminder is very aware of their interest in and need to repeat activities and processes, gradually building their confidence. On occasion the childminder plans activities such as involving the children in sorting recyclable materials in the home and discussing what can be made from these.

Good relationships are built with parents and result in information being shared well. Parents views are sought through questionnaires, responses to which reflect parents are very happy with the care the childminder provides and appreciate the good range of experiences children enjoy in her care. Parents comment in particular, on the childminder's flexibility and how she has accommodated individual needs. Information regarding children's development is recorded by the childminder in sensitive observations, creatively illustrated by photographs and linked to a record system tracking their development. Records are shared with parents periodically, although systems are not yet fully extended to review the frequency with which this occurs and involve parents in contributing to observations and assessment of their children's development. Some information, relating to the 'every child a talker' scheme is displayed in the entrance to the childminder's home providing information for parents to support their children's learning.

The childminder is highly committed to working in partnerships with other settings children attend and has persisted at building relationships and documenting the

information shared with, and obtained from other settings. Information is used very effectively to support individual children, particularly during time of transition such as starting at school, and successfully promote their learning, development and welfare. For example, she has participated in a settling in visit to a new school and promotes ongoing discussion with children about process that will take place when they start school.

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

Children are supported in their learning and development very well and are gaining skills they will use in the future through the extensive range of well planned activities and play opportunities the childminder plans and provides. Children enjoy their learning and are active learners. Younger children are gaining and developing independence and older children are being very well supported as they prepare for their transition to school.

Children demonstrate that they feel emotionally secure and safe with the childminder. They smile, cuddle into her, climb onto her lap for a cuddle and continually vocalise and make their feelings known. Children help themselves to a favourite book, linked to the childminder's current theme of the seaside, from a selection easily within their reach. They sit cosily on the childminder's lap to look at the illustrations, putting their fingers in holes that are in the book and listen to the childminder talk about the sea creatures in the book. They vocalise and echo the pattern of her language and words related to the creatures in the book. Children persist at activities and concentrate during their play. They choose what to play with from a selection of age appropriate play materials which are set out on the floor in the connecting living and dining rooms. Children help themselves to play food which is set out in a corner of the room. They sit on a child size chair at a play table, and operate a toy microwave oven. Children turn the dial and persist at pressing and releasing the door catch. They repeat this activity several times, looking inside the microwave, first with the childminder's help and then with increasing independence. Children sort and explore the play food, pretending to eat the banana and put some of the food inside the microwave. They find pretend slices of bread and position these carefully into the slots of a play toaster, pressing the lever down and waiting for the slices of toast to pop up when they are toasted. Children jump the first time this happens, then laugh and repeat the activity several times predicting the noise that the toast will make when it pops up. Children vocalise excitedly when the toast is 'done'. Children enjoy daily physical play in the garden and through regular visits to local parks and outdoor areas. They navigate space in the garden as they ride around on a wheeled toy, and climb with increasing independence and confidence up the steps to the slide and enjoy sliding down. The childminder takes a small tray of sand into the garden and children enjoy digging, feeling and raking the sand, running it through their fingers.

Children behave well and are busy and interested in their play. They listen to the childminder and respond to her questions and conversation. Their achievements

are praised and valued increasing their self confidence and encouraging their developing independence. Children participate and learn about the local community through regular visits to children's centres and drop in groups, where they socialise in a larger group of children. They see the wider world reflected in books and play materials they use daily. Children experience good hygiene procedures, such as hand washing and using wet wipes, as part of the daily routine. They enjoy their healthy lunch of a chicken and tomato wrap the childminder made earlier, and sit comfortably at the table in a booster seat to eat. Children feed themselves yogurt with increasing independence, which the childminder encourages, sitting at the table and eating her own lunch with children. Familiar routines are followed at rest time with children cuddling a familiar comforter brought from home as the childminder quietly settles them comfortably in a travel cot for a short nap.

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	1
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	1
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	1
The extent to which children develop skills for the future	1

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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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