

Inspection report for early years provision

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Inspection date	08/09/2011
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 1998. She lives with her husband and two children aged 14 and 16 years in Frimley, Surrey, close to schools, pre-schools and parks. The whole of the childminder's house is used for childminding and 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 to care for a maximum of five children under eight years at any one time and is currently minding three children in the early years age range. The childminder walks or drives to local schools to collect children. The childminder attends local toddler groups. The family has two dogs, two cats and some birds in a garden aviary. 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.

Children are provided with a good range of experiences and opportunities through regular visits to various local groups. This is a key strength of the provision. The childminder knows the children very well and what she wants them to achieve, through effective observation and communication with parents. Consequently, children's individual needs are well met. The childminder can accurately identify the strengths of the provision and some of the weaknesses. However, identification of future aims is not sufficiently robust and consequently, some aspects of good practice have been overlooked.

What steps need to be taken to improve provision further?

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

- improve the risk assessment by risk assessment so that it covers anything with which a child may come into contact
- develop a culture of reflective practice and self-evaluation to identify priorities for development that will improve the quality of provision for all children
- improve the opportunities for babies to make marks and to squeeze and feel media such as paint, gloop (cornflour and water), dough and bubbles.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded. Since the last inspection, the childminder has attended additional safeguarding training. Consequently, she has updated her knowledge of child protection procedures and the action to take if she is concerned about a child. The childminder supervises children at all times and gives top priority to ensuring that resources are safe and suitable for the age and stage of

development of the children. However, the risk assessment does not include all hazards, for example, the cords on blinds in the main play area and the washing line, which are a risk to children's safety. Recommendations made at the last inspection have been met. Self-evaluation accurately identifies the strengths of the provision and the childminder has a good knowledge of what she has improved since the last inspection. For example, she has developed a better understanding of the system she uses to observe and assess children's progress through seeking advice from another registered provision and has made activities more structured to match aims for children's achievement. However, target's for future improvement of the provision are not always identified, which restricts continuous improvement.

The childminder provides children with a welcoming and well organised environment and gives careful consideration to the provision of accessible age appropriate resources. She supervises children well at all times, which means they remain safe during exploratory play. Resources are well organised in an easily accessible storage area and rotated on a regular basis. This means children are provided with a good variety of play equipment, which promotes their development in most areas. Children are fully included as the childminder plans outings that are suitable for all the children. They develop their awareness of different cultural festivals; for example, as they make Easter baskets, decorate plant pots for Mothers Day, and lanterns to celebrate Diwali. Partnership is satisfactory. The childminder understands that where children receive education and care in more than one setting, that it is good practice to share relevant information about children's learning priorities, to promote continuity and coherence. She is committed to establishing this communication if children she cares for in the future attend other early years provision. Good communication with parents means children's individual needs are well met. The childminder makes time to talk to parents about any changes, activities, children's individual achievements and aims for their future development. A daily diary and learning journeys support this information. Thank you cards show that parents are happy with the provision. For example, they say 'you have done a superb job and I know my child will look forward to starting back with you. It is such a relief for me to know my child is happy with you and your family and that it is all credit to you'.

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

Children benefit from regular outings to toddler and music groups and a local Sure Start centre, where they learn to interact with others and widen their friendships. They are confident to separate from the childminder during these visits and play independently. Children get on well together and are very well behaved. The childminder frequently praises children for their individual achievements, for example, when they attempt to walk independently, which makes them feel good about themselves. She provides them with lots of reassurance as they attempt new skills. Children show a strong exploratory approach as they choose easily accessible play equipment and show an emerging ability to make independent choices and decisions. At toddler groups, the childminder takes an active part in

planning and presenting activities that provide children with a wide range of activities and experiences. Children's assessment records show the childminders good observation skills and her ability to identify the next steps for learning in relation to current guidance. Planning is linked to observations and includes very specific activities to promote children's development and meet their individual needs.

Books are made easily accessible and children are encouraged to listen to stories and name objects in the pictures. They develop their vocabulary as they practice songs they have learnt at music group, for example, whilst travelling in the car. The childminder talks to children throughout the day and promotes their speech and language development, through her interaction and the questions she asks that extends their learning. Children are beginning to learn about number, for example, as the childminder builds towers from bricks and as they are encouraged to count in numerical order when using the childminders stairs. Children learn about the wider world, through regular outings in the community, to farms and a bird sanctuary. They develop an understanding of the features of living things through occasional visits to a nearby stables, where they sit on the childminders ponies.

Under close supervision, children enjoy bouncing on an enclosed trampoline in the childminders garden. Most show confidence in their physical abilities, as they use climbing apparatus and a suspended swing bar. During the school holidays children are taken to a Children's Centre, where they have access to an extremely well resourced outdoor play area and sensory room. During these visits they explore trails and use wheeled toys and a sand pit. Regular visits to parks promote children's physical development. They follow actions during singing sessions at a music group and discover sounds whilst using musical instruments. The childminder sits younger children on her lap during these sessions and helps them to join in with the actions, which means they are fully included. Children have access to activities, such as, painting and colouring when they are taken to toddler groups and a Sure start centre. They play imaginatively as they use dolls and a play cooker and develop their creativity, for example, as they ice cakes for charity events days, and make collages. However, the range of media available to children in the childminders home is limited, which restricts their sensory development.

Children learn about their own safety, as the childminder gives explanations throughout the day, for example, when crossing the road. Children know to hold the childminders hand or the buggy and where they are allowed to run freely in safe areas. Records show the childminder practices evacuation procedures with the children, which reduces the risk to their safety in the event of a fire. Children's health is promoted through regular opportunities to use the childminders garden, where there is a good range of age appropriate play equipment that provides sufficient challenge. In the Summer, children enjoy having picnics in the garden. Parents are asked to provide all meals which include healthy items such as fresh fruit. Children are protected from the risk of cross infection, because the childminder ensures they wash their hands at appropriate times.

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	3
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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