

Inspection report for early years provision

Unique reference number	EY423422
Inspection date	07/09/2011
Inspector	Teresa Elkington

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2011. She lives with her husband and two children aged two and four years in North Holmwood, Dorking, Surrey. The childminder lives in a house close to local parks and other amenities. The whole of the childminder's home is used for childminding and there is a garden available for outside play. The family has a small caged pet.

The childminder is registered to care for a maximum of four children at any one time, of which, two may be in the early years age group. There is currently one child in the early years age group on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a child-centred environment which is well supported by the enthusiastic and committed approach of the childminder. They benefit from a good range of enjoyable play experiences which are supportive of their individual learning and developmental needs. Overall, the childminder works in partnership with parents and other providers of care well. The childminder's capacity for maintaining ongoing improvement is good as she has successfully begun to prioritise areas for development to ensure positive outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the two-way flow of information, knowledge and expertise between parents and practitioners, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of her legal duties and responsibilities with regards to child protection issues. This is supported by the procedure that she has adopted to ensure she is able to respond appropriately if any concerns are identified. Regular risk assessments of all aspects of care and daily checks within the home contribute towards children's safety and well-being. A clear evacuation procedure is in place which children practise at regular intervals to ensure that they know what to do in the event of an emergency. Children's health is well

promoted through the effective procedures that the childminder adopts. All required documentation is in place to support children's welfare.

The childminder shows a strong commitment to sustaining and developing the quality of her provision. She is committed to developing her future development as a childcare professional and has started to look at how she can improve her service through the use of self evaluation. Children play within an environment that is thoughtfully arranged to meet their needs. For example, resources are well organised to allow children to freely access a wide and stimulating range of age appropriate toys and activities. Equality and diversity is promoted effectively within the childminder's practice. Every child is valued as an individual. The childminder works hard to plan appropriate activities and play experiences to nurture and develop each child's individual growing needs. She helps children to develop their respect for difference by providing a range of play resources that reflect positive images of cultural diversity.

Children benefit from the effective working relationships that have been established between the childminder and parents. Parents receive good quality information about all aspects of the childminding service through a well presented portfolio of policies and procedures. There are good systems for exchanging information on a daily basis through both verbal and written contact. This enables the childminder to provide consistent care according to parents' wishes so that children's individual needs are met. However, although information is sought as to children's care routines, no systems have been adopted to discuss the milestones and interests of children to enable the childminder to effectively plan during the children's initial settling in period. Comments received from parents highlight how happy they, and their children, are within the friendly and caring environment that the childminder provides. The childminder has adopted some systems to support children who attend other early years provision and is aware that she needs to develop these further to support the transition of children moving onto school.

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

Children thrive and progress very well within a relaxed, homely environment. They benefit from the close relationships they have established with the childminder and this helps them to feel safe and secure. Children participate in a good balance of child-initiated and adult-led activities which enables them to be continually enthused and helps them to become active and inquisitive learners. They respond to the caring interactions of the childminder who readily offers support and guidance to ensure that they gain the most from their play and learning experiences.

The childminder has a good awareness of how children learn and develop. She maintains very good records of the children's progress using observations and photographs. These records are comprehensive and accurately reflect children's progress and achievements which are clearly linked to the six areas of learning. Children's next steps are clearly identified which allows the childminder to

effectively plan for each child's continuing development. Learning journals are very well presented and shared at regular intervals with parents.

Children develop effective skills which contribute to the development of their skills for their future. These are supported well by the childminder's experience as a child care practitioner. They have access to a varied range of programmable toys which helps them to become familiar with technological equipment from an early age. Mathematical concepts are encouraged through the use of practical activities and everyday routines. For example, as pieces of fruit are counted out at snack time. Children have access to a range of books and mark making resources which helps to promote their skills of communication from an early age. They use a wealth of malleable materials allowing them to express their emotions and develop their creative flair. For example, they enjoy using paint, sand, and modelling dough. Children's social skills are encouraged as they enjoy the company of others their own age away from the home environment. For example, they enjoy regular visits to local childminder groups and mother and toddler groups.

Children develop a good understanding of healthy living and good hygiene practices. They receive nutritious, freshly prepared meals and snacks which are effectively planned for through a daily menu. This meets children's individual dietary requirements. Mealtimes are a social occasion where children come together around the table, enabling them to develop good eating habits and enjoy their meals together. Children are encouraged to wash hands in preparation for meal times and after nappy changes, helping them to understand the importance of good hygiene routines from an early age. Children enjoy a daily programme of outside activities, they participate in daily walks within the local community, enjoy play times in the garden and visit local parks where they can run freely and enjoy a range of large play equipment.

Clear boundaries help children to understand the importance of acceptable behaviour from an early age and this is well supported by the calm approach adopted by the childminder. They receive ongoing praise and encouragement in all that they do which helps them develop their self-esteem. Their sense of belonging is actively promoted as they see their own works of art displayed within the home, helping them to feel secure and welcome.

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

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