

Inspection report for early years provision

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Inspection date	13/09/2011
Inspector	Hazel Farrant
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 2000. She lives with her partner and adult son in Mychett, near Camberley, Surrey. The whole of the ground floor of the home is used for childminding and sleeps are taken in a cosy area in the hall and conservatory. Access to the property is at street level and there is a secure garden available. The childminder is registered to care for a maximum of six children, of which three may be in the early years age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently seven children on roll, three of which are in the early years age range. Local parks, shops and schools are within easy walking distance. The childminder attends the local parent and toddler groups. There are no family pets. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a secure and loving environment. The childminder values each child's unique contribution to her setting and works closely with parents to ensure individual care needs are met. Children are well supported and enjoy a varied range of interesting activities, which help them make good progress towards the early learning goals. Observation and assessment systems are in place, although children's next steps are not clearly identified. The childminder's capacity to maintain continuous improvement is good and systems are in place to evaluate the effectiveness of her provision.

What steps need to be taken to improve provision further?

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

- develop effective systems to enable parents to contribute to the observation, assessment and planning for their child
- conduct regularly evacuations and record details of evacuation drills in a fire log book of any problems encountered and how they were resolved
- strengthen systems for observation and assessment by clearly identifying the next steps for children's learning, in order to monitor children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder has a good knowledge of child protection issues and is able to implement appropriate procedures to protect

children from possible harm. She has recently completed a relevant training course and has devised a written procedure, which is shared with parents. All adults within the childminder's home have undergone checks to ensure their suitability, which further safeguards children. Children's safety is given a high priority, risk assessments are completed and a daily check is conducted to minimise potential hazards to the children. Consequently, children play safely within the childminder's home and while taking part in outings. Emergency evacuations are completed regularly so that the children know what to do in a real emergency. A record is kept of the date of the evacuation drill. However, it does not detail the time it took, and if there were any problems encountered and how they were resolved to further support children's safety. The childminder is a very experienced early years practitioner who is committed to her continued professional development. Since her last inspection, she has completed a range of relevant short courses, to further improve her knowledge of childcare practices. Children access a wide range of good quality toys. A resource book displays toys in both picture and word form to promote children's awareness of what is available to them within the setting. Children are encouraged to understand and respect the values and differences of others through varied play opportunities and experiences, thus promoting equality and diversity.

Systems to evaluate the effectiveness of the provision are well developed; the childminder uses the Ofsted self-evaluation form as the basis for ongoing review, along with questionnaires which both parents and children complete. All recommendations raised at the last inspection have been completed, thereby promoting continuous improvements to her provision. The childminder provides an inclusive service and celebrates the uniqueness of each child in her care. The childminder works very closely with parents who describe the childminder as 'providing a wonderful time for the children'. The childminder is well informed about children's changing needs and routines on a daily basis, through conversation and by using a daily diary. However, currently parents do not have the opportunity to be involved in contributing to the observations, assessment and planning for their own child. As a result, important information to enhance the children's development and learning is not fully in place. Partnerships with other providers who also deliver the Early Years Foundation Stage to children in her care are effective. For example, the childminder speaks to key workers regularly and is aware of the activities children take part in at the other settings they attend. This helps promote continuity in children's care and learning.

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

Children's emotional well-being is fostered very well by the childminder and, as a result, children feel safe and secure in her care. They display a strong sense of belonging and enjoy a special bond with the childminder, who has cared for many of them since they were young babies. The childminder is a very positive role model, who continually promotes children's confidence and self-esteem, praising their actions and achievements, however small. As a result, children thrive within a caring and nurturing environment. Children are developing positive and caring

attitude towards others and behave very well. Children are learning to value and respect differences because play materials and books which reflect positive images of culture and disability are readily available. In addition, children have opportunities to learn about the lifestyles and cultures of others through activities at the local Children's Centre. Children are learning about the importance of, and how to lead, a healthy lifestyle, for example, they help themselves to drinks when they feel thirsty and follow a healthy diet. They have regular opportunities to be physically active while playing in the garden and at local parks. Children are developing a strong understanding of danger and how to keep themselves and others safe. For example, pre-school children understand that small items are a choking hazard for babies and under the childminder's supervision find suitable items for babies to investigate.

Children are active and inquisitive learners who enjoy a good range of activities and experiences. The childminder has a sound knowledge of child development and provides a varied educational programme that promotes all six areas of learning and helps children develop key skills for the future. Children use a range of small tools such as scissors or a glue stick with increasing skill. They have regular opportunities to make marks for a purpose and learn about phonics while playing with stickers. Babies are equally well supported, as the childminder encourages their emerging communication skills, she listens and responds to infant babble, making sense of the sounds they make. The childminder regularly completes observations with the use of a learning journey. However, the systems for observation and assessment do not clearly identify the next steps for children's learning, in order to monitor children's progress towards the early learning goals fully.

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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