

Inspection report for early years provision

Unique reference number	120727
Inspection date	05/10/2011
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 1992. She lives with her husband and three adult children in Farnham, Surrey. The ground floor of the house is used for childminding, which includes a designated playroom. Sleeping facilities are provided on the first floor. There is a fully enclosed rear garden for outside play. The family has two dogs and four cats.

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 six children under eight years at any one time. There are currently three children on roll in the early years age range. The childminder supports children with special educational needs and/or disabilities. She also offers care for children aged from five years to eleven years. She cares for children from Monday to Thursday, for most of the year. She has a relevant childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's confident approach and her ability to meet all children's individual needs is a key strength of the provision. She helps children to make generally good progress in all areas. Partnerships with parents and others are exceptional. The childminder reflects fully on her practice and makes changes that improve outcomes for children. Since the last inspection, she has attended additional training and cluster workshops which shows her commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop more practical opportunities for children to gain an awareness of the cultures and beliefs of others.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully promoted because the childminder has updated her knowledge of child protection procedures by attending additional safeguarding training. She makes good use of a daily checklist to maintain children's safety on the premises and on outings. She successfully uses self-evaluation to improve her practice. For example, she has introduced records that identify learning priorities

for each child which are updated on a termly basis. She has met all recommendations made at the last inspection which shows a good capacity for continuous improvement. A good range of age-appropriate resources are made easily accessible to children both inside and outside the home which encourages them to make choices about their play.

Children develop a good awareness of the needs of others. They have first-hand opportunities to observe and discuss the achievements of adults and children who have disabilities. This helps them to learn about wider society and accept each other's differences. The childminder uses her comprehensive knowledge of children's individual needs to make sure that they are all included and can reach their full potential. Children learn about diversity, for example through using resources that reflect positive images and through discussion and activities at toddler groups. However, the childminder's planning does not incorporate a wide range of practical activities that help children learn about different cultural celebrations. This restricts their learning in this area.

The childminder's enthusiasm and commitment for working in partnership is exceptional. Information provided by parents and other agencies, such as physiotherapists and portage workers, means that all those involved in children's care and learning work exceptionally well together to help them make progress. The childminder establishes excellent communication with other early years provision that children attend, which ensures a shared approach to their care and learning. The childminder's confident communication and consultation with parents is excellent and her knowledge of disability provides parents with high levels of support. Parents are consulted about every aspect of their children's care and learning, including any changes and issues such as starting pre-school. Parent questionnaires show they are very happy with the quality of the provision. For example, they state that 'the childminder is always very good at communicating with us.'

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

All children are fully included in activities which are adapted according to their individual needs. For example, children with special educational needs and/or disabilities sit on the childminder's lap and take part in painting activities. The childminder constantly looks at ways to help children to participate in everything on offer. For example, she identifies equipment, such as support seating, that will enable children to sit at the table alongside others. She encourages children to include others in their play and sets a positive example through her own involvement. The childminder helps children make good progress and has a very good knowledge of gaps in their learning. Her good observation skills, combined with her knowledge of how to set targets for each child, means that they are stretched and challenged. She also helps them to make progress by asking questions that extend their learning and by giving them opportunities to make their own discoveries.

Children are very co-operative and well behaved. They learn to share and help others and are beginning to develop self-help skills. They have good opportunities to move around freely and investigate. This particularly benefits children with disabilities as it allows them to explore learning experiences that help them to make sense of the world. For example, they show great enthusiasm as they attempt to use a slide in the local park independently. Children widen their friendships and develop social skills by regular outings to local childminding and toddler groups.. The childminder has a good understanding of when to intervene in children's play and the support they need to help them overcome any frustrations. As a result, children show independence as they make their own choices and decisions. Children's confidence in their own achievements can be seen as they tell the childminder 'I am very clever'. They develop good communication skills due to the childminder's positive interaction and the many opportunities she provides for them to talk about what they know and understand. The childminder develops children's interest in listening to stories. She sits close to them and reads favourite books that they bring from home. Children use magnetic letters as they start to recognise and find different letters and to form simple words on the fridge.

Children enjoy exploring the environment when they go on outings to places of interest. For example, they use fishing nets in the river and go on outings to the seaside and garden centres. With the childminder's help children are learning to use the computer. Programmable toys are easily accessible and most children are beginning to learn how they work. Children are developing their hand and eye coordination through threading activities and using paint brushes and other tools. They show great determination as they pull themselves across the floor and access favourite play equipment such as shakers, which the childminder has made. They develop control of their movements as they play bat and ball, enjoy riding scooters and wheeled toys and use a rugby ball.

Children have good opportunities to climb and balance on adventure equipment when they visit woodland areas. They develop their creativity as they paint freely, join in simple nursery rhymes and take part in cooking activities. They handle a range of materials. For example, they make mud pies using compost in the childminder's garden. They use their imagination as they play with the dressing up clothes. They are beginning to learn about their own safety through regularly practising the fire evacuation drill and through discussions about safety on outings. Children feel safe because they know the childminder is close by during times when they are given more freedom. They are learning about healthy lifestyles. They are encouraged to eat healthy homemade food which includes fresh fruit and vegetables. They can access drinking water at all times. They are learning about good hygiene practice as the childminder reminds them of the need to 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	1
The effectiveness of the setting's engagement with parents and carers	1

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	2
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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