

Inspection report for early years provision

Unique reference number	EY356902
Inspection date	18/10/2011
Inspector	Debbie Newbury
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 2007. She lives with her husband and two adult children in Frimley Green in Surrey. Childminding mostly takes place on the ground floor of the home with bathroom and sleep facilities provided in this area. There is a fully enclosed garden available for outside play. The home is close to local shops, parks, schools and public transport links. The family has a dog, a cat and two rabbits. The childminder is registered on the Early Year Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time. Of these, no more than three may be in the early years age range. She is currently minding five children in the early years age group and one older child. Days and times of children's attendance vary. The childminder undertakes local pre-school and school runs. She takes children to toddler groups, the library, an indoor gym and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled and happy in the care of a committed and enthusiastic childminder. She takes many positive steps to meet children's individual welfare and learning needs overall. This means that they benefit from an enabling environment and receive a positive experience that is unique to them. Overall, the childminder works well in partnership with parents and other early years providers. Record keeping is mostly very effective. The childminder demonstrates a positive attitude and good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further arrangements for maintaining a regular two-way flow of information with other early years providers to promote continuity of care and learning for children
- encourage parents to contribute to their children's observations and assessments.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding and child protection issues. This means she is able to act in the best interests of children if she has any

concerns. She gives good attention to ensuring children are accommodated in a safe and secure environment through careful use of risk assessment and appropriate safety measures. These have regard for the ages and stages of development of the children attending. Consequently, they are able to move freely around those areas of the home used for minding and play safely. The childminder also conducts risk assessments for outings. Children remain safe at such times because the childminder supervises them carefully and takes positive steps to minimise risks. She keeps all required documentation appropriately to support children's welfare.

The childminder's number one priority is that the children in her care are happy, that they enjoy coming and achieve well. Even though she has not revisited her formal self-evaluation for some time, she is clearly reflective and takes on board the views of others. For instance, she has recently revamped the playroom and taken away some of the toys because it was suggested there were too many. She is aware of the strengths of her provision and most areas for development in order to provide good quality care for the children. The childminder is well organised and has created a very warm and welcoming environment for children. Toys and resources are arranged well and mean that children can choose their preferred activities easily. They have a special place to leave their coats and shoes and their artwork is displayed for everyone to share and enjoy. Children delight in looking at photographs of themselves and their friends. These small but very significant steps aid children's sense of belonging and help them feel special and valued. The childminder provides a very good range of play materials. These are beautifully presented and invite children's exploration.

Equality and diversity is actively promoted. The childminder knows the children in her care well and is very effective in the way she consults and includes children in decisions that affect them. She values their individuality whilst treating everyone with equal care and concern. Children's play provision includes many resources that reflect positive images of diversity to help them learn about the wider world in which we live. They find out about other cultures and traditions through the celebration of different festivals throughout the year.

Overall, the childminder establishes good working relationships with parents and any other providers of the Early Years Foundation Stage. Parents are well informed about the organisation of her service because she provides them with a well-written and helpful booklet, which includes her policies and procedures. Parents and childminder speak daily about children, which benefits the children because there is a shared approach to their care. The childminder has also offered to complete written communication books if parents wish this. Parents are told that they can look at their child's learning journal whenever they wish. However, they do not contribute to these to promote a more cohesive approach to supporting and extending children's learning. Current arrangements for ensuring a two-way flow information with other early years providers, such as nurseries, are developing well. The childminder does ensure that she is informed of any information she needs to know, so that she can pass this on to parents. As a result, children receive continuity of care.

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

Children are motivated and enjoy learning. They have the confidence to make their own decisions about what they do and also remain engrossed when taking part in adult-planned activities. The childminder provides support and encouragement, for example, as children create sheep using glue and cotton wool. She suggests they may need a lot of glue so the wool sticks. Children are not restricted in the way they create their pictures, which allows them to express their own ideas. They show excitement at the prospect of having the play dough out and really enjoy exploring this and the different tools and cutters provided. The childminder joins in with their investigations, demonstrating how to use certain tools, asking questions and introducing ideas and vocabulary. This encourages children to think critically.

Children benefit from a stimulating range of activities and experiences that take place inside and outside the home. These have regard for all areas of learning and enable them to gain important skills for the future. For example, they engage in cooking activities at least once a week and help to weigh out the ingredients. Regular attendance of a local toddler group enables them to develop their social skills as they mix with other children outside the home. They find out about their local community through visits to the library, bus rides and outings to garden centres to see the animals. Children and the childminder have created a poster using photographs and their thoughts about the childminder's rabbits and the babies they had. The provision of cause-and-effect and remote-controlled toys allow children to explore technology. The childminder monitors children's achievements and progress well through ongoing observational assessment and planning for the next steps in their learning.

Children demonstrate a good understanding of safety issues in their play. For example, they announce that the pretend cup of tea they have made is 'hot'. They regularly take part in practising fire drills and are encouraged to help the childminder assess whether it is safe to cross the road. She recognises the important role she has in helping children learn about staying safe and responds promptly to situations that arise. For instance, she explains the need for children to remain seated whilst they are using scissors. As a result, children develop a clear awareness of keeping themselves safe.

The childminder ensures good hygiene routines within the home and takes positive measures to minimise the spread of infection. Children learn about simple personal hygiene routines, such as washing their hands before they eat and wiping their noses. They are consulted about which fruit they would like for snack and enjoy home-cooked meals. Mealtimes are sociable occasions as the childminder sits with the children and encourages conversation. Children benefit from plenty of fresh air and lots of exercise as they play in the well-equipped garden, visit parks and go for walks in the woods. The childminder chooses to walk to and from school, which helps children appreciate that exercise is for everyone. She also provides children with further opportunities to be physically active by taking them to a local indoor gymnasium. Children demonstrate a strong sense of belonging. They enjoy close,

trusting relationships and are treated with a great deal of kindness and affection. The childminder has a lovely calm manner and she praises children beautifully. This fosters their self-esteem and confidence very effectively.

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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