

## Inspection report for early years provision

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<b>Unique reference number</b>	EY241993
<b>Inspection date</b>	14/11/2011
<b>Inspector</b>	Amanda Tyson
<b>Type of setting</b>	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 2002. She lives with her husband, two adult children, a dog and two cats in Walton-on-Thames, Surrey. The ground floor is used for childminding and there is a fully enclosed garden for outdoor play. A bedroom is available on the first floor for sleeping children.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration is for six children under eight years; of these, no more than three may be in the early years age group, with no more than one child under one year at any one time. The childminder is currently caring for eight children under eight years. Six of these are within the early years age range. The childminder walks to local schools to take and collect children. She also takes children on outings within the local and wider community.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

In the words of a parent, 'the childminder provides a kind, loving, homely, safe and stimulating environment for children'. Children enjoy an exciting range of activities and are making good progress in their learning and development. Partnership with parents is strong and successful, but less so with the other settings that children attend. The childminder has worked hard to develop her provision since the last inspection. She reflects on her practice, identifies priorities for improvement and, overall, targets these successfully. The capacity for ongoing improvement is good.

## **What steps need to be taken to improve provision further?**

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

- develop further the system for analysing observations, for example, by matching them to the expectations of the early learning goals
- support children in using a range of resources to further develop their understanding of technology, in addition to computers
- develop further the two-way flow of information with other providers to support a shared approach to children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively safeguarded and equality and diversity are well supported through the childminder's understanding of children's individual needs. All required records and documentation are in place, well maintained and closely monitored, to ensure that any possible emerging developmental or welfare concerns are identified at an early stage. The childminder has updated her safeguarding children training and is secure in her knowledge and understanding of what to do if she is worried about a child. Risk assessment is rigorous and effective in minimising the possibility of accidents and in keeping children safe on outings. For example, children wear fluorescent tabards detailing her mobile telephone number on the reverse, which makes them easily visible in busy places. There is a clear procedure in place for responding to a lost child situation.

The childminder has a good range of play and learning resources to support the needs and interests of all children. These promote equality and diversity and in the main are used well to support learning and development. The childminder makes very good use of her garden, local parks and open spaces, as well as public and community facilities such as the local children's centre.

Parents are very happy with the quality of care provided by the childminder. They greatly appreciate the range of activities that she provides for the children, such as cooking, arts and crafts, outdoor play and being involved in community activities. They appreciate the daily diaries which detail all aspects of their child's day. They report that they 'love the photographs and written observations' which show children's efforts, achievements and developing interests. Parents and the childminder work closely together to support individual needs, such as potty training, preparing children for the birth of siblings, and addressing sibling rivalry issues. They describe how children learn about safety and are becoming independent and confident. Parents are provided with written copies of the childminder's policies and procedures, and all aspects of care provided are agreed in writing before children start attending. The individually tailored settling-in procedure for new children helps them to develop a strong sense of security. Some children attend part-time pre-school sessions which the childminder collects them from; however, a shared approach to supporting children's learning and development has yet to be fully established between the childminder and these settings.

Since the last inspection the childminder has worked very hard to develop her provision. She has developed her observation skills and established an effective method for documenting these. However, the information gathered is not being linked to the expectations of the early learning goals. Nevertheless, her good knowledge of children's needs and abilities ensures they make good progress in their learning. The childminder has introduced what she calls the 'Thursday Challenge' which involves children planning their own healthy menu for a Thursday; this includes choosing one type of food that they have not had before. Also since the last inspection, the childminder has purchased a printer and a

laminator to support her practice, a carbon monoxide detector to improve safety, and a variety of toys, books and games. She seeks the advice of early years advisors and shares ideas for activities with other childminders. The childminder demonstrates a strong commitment to sustaining ongoing improvement.

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

The foundations for children to adopt healthy and active lifestyle habits are being firmly laid through the childminder's use of the outdoors and involvement of children in menu planning and frequent cooking activities. They make pizza from dough which they decorate with healthy toppings, banana and raisin cakes, and blackberry muffins from the blackberries they pick themselves. Children enjoy picnics in the park, feeding the ducks, visiting play parks and taking part in sports day which the childminder organises with other childminders.

Road safety rules are reinforced as children walk to school to collect older ones and they practise fire evacuation procedures regularly, although children's understanding of fire safety has yet to be fully developed. Children learn how to use tools safely as they help to prepare lunch by cutting cucumber with knives, or when using scissors during art and craft activities. Young children potter around happily, helping themselves to toys and showing interest in the environment. Children are polite and show understanding of right and wrong; for instance, they know when they should say 'sorry'.

Children demonstrate high levels of role play skills and the childminder encourages this through her playful interactions with them. For example, in the absence of play money because of the risk to babies who put everything in their mouths, two-year-olds pretend they have money in their hands. They serve up an imaginary dinner of lamb, ask adults if 'they want gravy' and remind them to use their fork, not their fingers. Babies are progressing in their ability to post shapes through the correct hole rather than dropping them through a wide door and toddlers have fun threading cereal rings onto string to make a necklace. Pre-school aged children recognise their name and writing is encouraged through activities such as making tickets when they are pretending to go on a train. Children enjoy looking at picture books, listening to stories and joining in action rhymes with the childminder. Opportunities to encourage children's awareness and knowledge of colour, shape and numeracy are consistently exploited by the childminder. For example, young children are encouraged to notice that the egg yolk is yellow but that this changes once it is mixed with the flour, and pre-school children are challenged to weigh cooking ingredients on the scales.

Children plant seeds such as sweet peas and sunflowers and watch them grow to a plant. Young children learn to recognise the names and sounds of animals, and older children learn about their habitats, through visits to the farm and zoo. Children are introduced to differences in the wider world through stories and art and craft activities. For example, they learn that fruit can be carried in a basket on

your head, not just in a carrier bag. They learn what different places of worship and homes look like as they scour magazines for pictures to make into a book. Children navigate the mouse around the screen as they follow computer programs; however, they have yet to be introduced to all the childminder's fabulous selection of technology resources which teach, for example, control and directional language, and aid discovery of the natural world.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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