

Inspection report for early years provision

Unique reference number	EY428167
Inspection date	18/10/2011
Inspector	Stacey Sangster

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 2011. She lives with her husband and their school aged child in Hersham, Surrey. The whole of the ground floor of the house is used for childminding and there is an enclosed garden for outside play. The family has a pet dog and keeps chickens. The childminder is registered to care for five children under eight years; of these, not more than three may be in the early years age group, including one under one year. The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder walks and drives to local schools to take and collect children. She attends the local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is effective in meeting the needs of children. She establishes warm and caring relationships with children so that they enjoy their time with her. Overall, the use of the assessment systems in place helps the childminder to effectively support children to work towards achieving their potential. The arrangements to work in partnership with parents are, generally, working well. The capacity to maintain continuous improvement is good. Well-established reflection on practice results in accurate self-assessment and appropriate prioritisation of areas for improvement.

What steps need to be taken to improve provision further?

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

- increase the information from parents so that what children can do is the starting point for learning
- make more effective use of the Practice Guidance for the Early Years Foundation Stage to identify learning priorities to identify any concerns about a child's development and to plan relevant and motivating learning experiences for each child
- support the relationship with parents by sharing information and offering support for extending learning in the home.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder's home is secure and risk assessments are effective. Her systems to make sure that no unvetted person has unsupervised access to minded children help to keep them safe. The childminder

has a wide range of resources, which are plentiful, well maintained and appropriate for the ages of the children. Storage is thoughtfully organised to allow children to see what is on offer and access the equipment freely. This contributes to their independence and opportunity to influence their play area. Effective use of resources supports children well in all six areas of their learning, including use of items which positively reflect diversity. Children develop a good understanding of other cultures and beliefs and are able to see images that reflect their family backgrounds. The childminder supports children with special educational needs and/or disabilities very well.

The childminder's self-evaluation is robust and well embedded. She reflects on her practice and on the children's experiences to look for ways to enhance what she already does well. She is committed to ongoing improvement and her focus is on making changes that will have the greatest, positive impact on the children. Relationships with parents are positive and partnership working with them is valued and nurtured. The childminder fosters a clear, two-way exchange of information about the children's care. This helps the parents and the childminder to respond to each child's individual, and constantly changing, welfare needs. The partnership in relation to children's pre-school education is emerging, but is less well established. The childminder does not make full use of information gained from parents about children's starting points or to support children's learning at home. Systems are in place to support effective partnership working where children attend more than one setting.

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

Children enjoy their time in the care of the childminder and make good progress in all aspects of their learning. This is because the childminder observes what children can do and what interests them and uses this information to plan interesting, stage-appropriate ranges of activities. The periodic, rather than continual, assessment arrangements reduce the opportunities to identify gaps in learning as these begin to emerge. Children's strengths and weaknesses are, however, being identified informally and weaker areas of progress, when noted, are supported well.

Children show their obvious delight in the activities on offer, which are fun and provide good learning opportunities through play. For example, children discuss the texture of flour and how this changes by adding water as they mix ingredients to make modelling dough. They observe and discuss the features of pigs as they attempt to replicate a favourite book character. The childminder assists them by providing a copy so that they can consider its shape and colour as they plan their models. The children work well together. They cooperate and share equipment, behave well and listen to what the childminder asks them to do. They accept some responsibility for their own and each other's safety, helping to tidy away toys before starting a new game. They understand the basic, house rules and the childminder's expectations regarding their behaviour. They show a sense of pride in being given responsibility and 'jobs' to do. They enjoy being helpful and assist

by preparing snacks and collecting eggs from the chickens.

Children show that they feel safe with the childminder. Initial shyness with visitors is reduced by encouraging words and reassurance from the childminder. They settle quickly, encouraged by the childminder's efforts to have something of interest waiting for them when they arrive. Children approach the childminder for comfort without hesitation. They share their thoughts and ideas readily with her, secure in the knowledge that she is keen to hear their views and wants to listen.

Children's knowledge and understanding of what constitutes a healthy lifestyle is emerging well. They have regular and interesting opportunities to engage in exercise in the fresh air; through discussion, they build an appreciation of the benefits that being active has on their bodies. They choose from a healthy and nutritious range of home-cooked foods that are low in salts and fats. They understand how the hygiene routines protect them from germs and have a basic knowledge of the impact of cross infection.

Children's skills are strongly built upon on a daily basis. They show an interest in asking questions, finding out how things work and in practising newly acquired skills. They are developing into inquisitive learners, who are growing in confidence, independence and knowledge. The progress that they are making will effectively support their future learning and transition to school. The children flourish in the warm, caring and stimulating environment.

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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