

## Inspection report for early years provision

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<b>Unique reference number</b>	121654
<b>Inspection date</b>	16/11/2011
<b>Inspector</b>	Helen Penticost
<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 registered in 1998 and lives with her husband and children in Dorking, Surrey. The whole of the ground floor of the home is used for childminding purposes where children have access to a lounge, kitchen/dining area and the living room for sleeping purposes. Bathroom facilities are located on the first floor. Children have daily opportunities for outdoor play within the secure garden and at local parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children and is currently caring for four children in the early years age group.

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

Overall the quality of the provision is good.

Children thrive in this very warm and welcoming setting. The childminder demonstrates a strong knowledge of children's individual needs. She uses this information to provide them with a varied range of stimulating activities that helps them make excellent progress overall in their learning and development. Partnerships with parents are exceptionally well established and they are fully involved in all aspects of their children's care and learning. The childminder has a generally good understanding of the strengths and weaknesses of her setting and demonstrates a clear 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:

- extend systems to enable children to self-select from the range of stored resources
- undertake self-evaluation to consistently identify the setting's strengths and priorities for development that will improve the quality of provision for all children

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

The childminder provides children with a very safe and secure environment. She carries out regular risk assessments and daily checks to ensure all areas are safe and suitable for children's use. She has a good awareness of safeguarding and the

action to take if concerned about children in her care. She carries out regular fire drills with the children which help to increase their awareness of fire safety. The childminder organises her home well, with care taking place on the ground floor of the home, where children are provided with a varied range of resources most of which are easily accessible in low level storage boxes or placed on the floor. However, the childminder stores resources in the garden storage system where children are not able to select independently. The childminder provides a good range of resources for children to use in their creative play, including painting, cooking, and malleable play. Daily routines are flexible and are focused around their individual needs with time for rest and quiet play as well as fresh air and exercise.

The childminder actively promotes equality and diversity and ensures all children are fully integrated and well supported. A wide range of books and toys helps them learn about difference in practical and enjoyable ways. Children enjoy an extremely varied and interesting range of activities each day which includes very good use of the outdoors and local community facilities. For instance, regular visits to local farm parks, toddler groups, parks, libraries and play sessions provides them with extensive opportunities to learn about the wider world and to meet and socialise with others. The childminder clearly enjoys her role working closely with children. She keeps her knowledge and skills up to date through attending regular training courses and seeking support and advice from outside agencies. She has completed a written self-evaluation and although this is not undertaken on a regular basis, she identifies areas for development in order to drive continuous improvement and increase the positive outcomes for children.

The childminder seeks extremely detailed information from parents in order to know children's abilities and routines. She has very strong relationships with parents and the local pre-school, and regularly shares information to provide consistency in children's welfare and learning. Parents receive extensive daily verbal and/or written information on their child's care and development. Parents provide extremely positive feedback about the childminder's service, for example, they comment that 'she provides a warm and welcoming environment' and that 'her approachability means that we have always been able to discuss together what the priorities are for my children, and I have always been totally confident that we are working as a team in bringing them up.'

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

Children flourish in the care of an experienced, warm and caring childminder who has an extensive knowledge and understanding of each child's individual care, learning and development needs. Children are very settled and have developed strong bonds with the childminder and her family. They demonstrate very high levels of concentration, are highly inquisitive and active learners, which fully secures their development of skills for the future. For instance, they screw together a toy aeroplane using the screws and battery-operated screwdriver and

celebrate on its completion. Children have extensive opportunities to explore the properties of the natural world, for example, they jump in puddles in their wet weather clothes and play in the snow. They have countless opportunities to climb at local parks, which enhance their skills and develops muscle tone.

They are fully supported in initiating their own play experiences, for example, they learn to solve problems as they discover gravity using drain pipes and balls.

Children skilfully piece together jigsaws and can undertake puzzles with many pieces. Displays of the written word and number are evident within the play areas.

For example, children access a number line where they can use pegs to attach the number sequence and 'good manners' signs support their developing social skills.

Children's behaviour is very good as are their manners. They thoroughly enjoy story sessions where they sit and snuggle with the childminder and they are actively involved in the story through highly effective questioning and through the use of interactive electronic books.

While out of doors, children are fully supported through clear discussions about road safety and factors to look out for such as car reversing lights. The childminder encourages children to walk from an early age but has clear rules for holding the pushchair. All of these aspects enhance children's sense of feeling safe. The childminder has a good knowledge of nutrition and plans and prepares a varied snack menu for the children, which is both healthy and appetising. Children's exposure to illness and cross-infection is minimised through sharing the formal sickness policy and the implementing of well practised hygienic routines in the provision. For example, each child has their own hand towel which is easily identifiable to them.

The childminder observes and assesses the progress that children make and ensures that parents and carers are very well informed. Parents contribute to these records in order to share what they know about their child's starting points and next steps plans are frequently sent home to support a cohesive approach. Children's individual needs are fully considered in planning which ensures that each child receives an enjoyable and challenging experience across the six areas of learning.

## 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	2
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

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