

Inspection report for early years provision

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Inspection date	06/12/2011
Inspector	Judith Reed
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2011. She lives with her husband and two children aged six and four years in Farnham, Surrey. The ground floor of the property is mainly used for childminding, with occasional use of the first floor for sleeping.

The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than two may be in the early years age range at any one time. The childminder currently offers care for three children in the early years age group on a part-time basis. She also offers before and after school care to children aged over five to 11 years. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder attends local toddler groups and visits the library with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy themselves with the childminder as she treats them as individuals and offers a choice of activities. Children eagerly join in planned activities and make good progress in their learning. Overall the partnership with parents is good. The childminder is a reflective practitioner who evaluates her own practice and strives for ongoing development. She successfully identifies some aspects of her provision to improve and her commitment to ongoing training provides a secure basis for her 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:

- Enable parents to be further involved in their child's continuous learning by sharing their next steps for development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has completed up-to-date training in this area and has a clear policy in place. She shares all policies with parents. All

adults living in the home have completed the necessary checks. The childminder carries out careful risk assessments around her home, garden and for many different outings. All necessary documentation is in place to ensure children's health and safety. The childminder builds positive professional relationships with parents. She encourages parents to evaluate her childminding provision. They report that they are very happy with the care provided and their children are making good progress. Children particularly enjoy outdoor walks and meeting other children in groups. Children's confidence and social interaction is developing well alongside their language development. Parents are invited to complete an "All about me" document when their children commence. The childminder provides a daily diary for parents giving detailed information regarding activities, outings and food consumed. Parents appreciate this daily feedback and know the childminder is sensitive to their child's individual needs. The childminder liaises with staff from the local preschool to provide continuity of care for the children. She plans activities to support and enhance their scheduled activities. She is also prepared to work alongside other agencies to support children's individual needs when required.

The childminder promotes equality and diversity by offering a range of toys and books which reflect diversity and acknowledging festivals from many different cultures. She uses the library to extend the range of books available and children enjoy books showing dual languages and the Passover festival. Posters display the word 'welcome' in many different languages. The learning environment is accessible to all children and a downstairs toilet is available. The childminder ensures all children reach their full potential by monitoring their development in the Early Years Foundation Stage. The childminder provides a wide choice of toys and activities around the large living room. Children help themselves to the toys and books from storage boxes and racks.

The childminder evaluates her childminding provision and continually develops her documentation and policies. She works with other childminders and the local development worker to review and improve her provision. She is aware of areas for development. The childminder plans ongoing development through training.

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

Children's learning and development is very well supported, as the childminder knows their individual needs and preferences. She gets to know the children well when they commence, by using the 'All about me' document to help them settle quickly and plan starting points for their individual learning journeys. The childminder makes regular observations of children's development and includes photographs in their learning journey records. She plans some ongoing activities and next steps for development; however, these are not always shared with parents to fully promote opportunities for them to support their child's learning at home. The next steps are used to plan appropriate, interesting activities for the children. For example, baking activities are linked to shape recognition, counting and creative activities. Children make consistent progress in all areas of learning.

Children help to mix cookie dough and carefully roll the dough before cutting, showing good physical skills. They recognise the shapes of the cutters and name stars, hearts and Christmas trees. The childminder encourages and praises the children throughout the activity. She supports the children by giving clear instructions. They listen and understand, demonstrating skills in communication, language and literacy. They gain knowledge and understanding of the world by observing the changes that occur as the cookies are baking. Later the children relish the opportunity to use their creative skills to decorate the cookies with icing and chocolate stars, before tasting the results of their activity. The childminder talks to children about the delicious taste of the cookies and tells them they contain lots of sugar. She helps them to learn about healthy eating habits by reminding them that they should not consume too much sugar. Children develop valuable skills for their future lives.

Children's good health and well-being are effectively promoted at all times. The childminder provides personal hand drying towels on individual, labelled hooks in the toilet. Children are familiar with their own hook and towel and this enables them to independently manage their own personal hygiene. Children are protected from cross infection, as the childminder wears gloves to change nappies and uses their own personal equipment. Children make healthy choices about what they eat and drink as the childminder offers a range of fruit or bread sticks for snacks. Nutritious light lunches and healthy dinners including vegetables or salad are also provided. Children are active and learn the benefits of physical activity because they walk to and from school each day. They also play in the garden and visit local parks regularly.

Children behave in ways that are safe for themselves and others. They learn how to keep themselves safe and know what dangers are around through conversation and stories. They share equipment and toys and help to tidy the play space when requested. Children begin to understand their own needs and those of others through observing the care of younger children and being part of a group. They enjoy visiting groups to socialise and generally behave well.

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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