

Inspection report for early years provision

Unique reference number	EY431183
Inspection date	10/01/2012
Inspector	Lorna Hall
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 registered in 2011. She lives with her father in West Moseley, Surrey. The downstairs of the property is used for childminding activities with a first-floor bedroom used for sleeping.. There is an enclosed garden for outdoor play. The family keeps fish and budgerigars. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may 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 group. There are 11 children on roll, of whom eight are in the early years age group. All of the children attend part-time. When working with a co-childminder in her home, the childminder can care for a maximum of nine children under eight years; of these, no more than four may be in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a stimulating curriculum and uses her strong knowledge of how children learn to promote their good progress and meet their needs well. Overall, the childminder has a good understanding of requirements to effectively implement policies and procedures that help safeguard the children, including comprehensive risk assessment. Records required for the safe and efficient management of provision are up to date and meet requirements. Partnership with parents is good, although arrangements to discuss children's progress with their parents are not fully effective. The childminder reflects on her provision and is clear about the areas for improvements. She shows good capacity for maintaining continuous improvement to further develop outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- develop understanding of procedures to be followed in the event of an allegation being made against an adult. (Safeguarding and promoting children's welfare) 11/01/2012

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

- extend systems to exchange information with parents about their children's progress in each area of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to identify safeguarding issues and knows when to liaise with appropriate agencies. The records required for the safe and efficient running of the provision are up to date. However, the safeguarding policy lacks detailed information about procedures to follow in the event of an allegation against adults. This is a breach of a specific legal requirement. The childminder uses comprehensive risk assessments to promote the children's safety within the home and on outings. Permission is sought from parents for outings and, as an extra safety measure, the childminder carries essential information with her. Arising from her commitment to safety, the childminder has sought advice from the fire service.

Partnership with parents is positive and they receive clear information about the business arrangements, activities, policies and procedures. They also receive detailed information about their children's routines during the day, which helps them to be effectively involved in their children's learning. The main play room is laden with information parents can read about the Early Years Foundation Stage framework. However, arrangements so that parents understand their children's progress towards the early learning goals in each area of learning are not yet fully effective. The childminder is developing suitable links with external agencies so that children receive the support they need to promote their welfare.

All children have equal access to activities and experiences. The selection of resources effectively promotes their understanding of diversity, and disability. The good range of high quality toys and equipment meets the needs of all children. These resources are easily accessible to children to support their learning. The childminder makes good use of community resources to promote children's physical development and to enhance the activities she provides.

The childminder is calm, knowledgeable and committed to the care and development of children. She is completing a written self-evaluation with the help of her co-childminder, with whom she daily discusses the day's activities and changes they could make. She is clear about the strengths of her setting, identifying areas for improvement, including the need to continue to evaluate her service and access more training and toys.

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

Children settle quickly because they build secure relationship with adults. There are many opportunities for them to initiate their play. Children make good progress in a stimulating environment, where much thought has gone into the presentation of learning resources. They are confident and self assured and there are beautiful photographs of them celebrating their uniqueness. Written observations are up to date and include pictures of the children involve in activities. The childminder also

records detailed information in a daily diary about what children can do. She uses the information well to highlight where children are in their learning and to follow their interests as they learn at their own pace. Good quality adult interaction serves to effectively extend children's learning through play. Children ask lots of questions about why and where, which the childminder is skilled in answering to extend their knowledge.

Children develop good skills for the future through the various activities. They use information technology well, for example, carefully following instructions on interactive games. Children learn well through practical activities to problem solve and explore numbers. They count objects around the home and recognise the names of different shapes during craft activities. These activities sustain children's interests for a long time. Children are excited and motivated, especially when they see the childminder preparing a favourite, bubble activity. Lots of smiles and reaching for the bubbles are sure indications that they enjoy and achieve in their learning. They learn from an early age, through labels and captions, that print carries meaning. They self select books and enjoy looking at them with adults. This activity promotes their understanding about the use of books for gaining knowledge. For example, they bring a book to the childminder and talk about the pictures they can see and how these relate to their own experiences. For example, a picture of a tractor starts a conversation about going to the farm.

Children develop a good knowledge and understanding of the world. They visit a park to feed the ducks and identify features in their environment on their way to school. They confidently talk about past and present activities in their own lives, such as going horse riding during the school holidays. Children use a wide range of objects to build, construct and design. For example, they use recycling materials to make interesting models. Children make a positive contribution to their learning and work harmoniously with the other children. This contributes to their good behaviour.

Children gain a good understanding of the importance of healthy lifestyles and of keeping themselves safe. They enjoy nutritious meals and the weekly menu includes pictures of healthy food, which helps them to make healthy choices. The menu is on display so that children and parents know what is available. Children demonstrate a good understanding of how their bodies work and ask for drinks of water in their beakers. Everyday, children have interesting opportunities to enjoy the fresh air and participate in activities involving physical exercise, such as climbing and sliding down frames. They show good coordination in the way they roll, catch and throw balls and crawl through tunnels. Children show they are safe in the way they confidently approach familiar adults to look at books with them or to sit and cuddle up to them. Through discussion, they learn how to store resources safely. The learning environment is very well organised so they can safely carry large and small items around the house.

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	3
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

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met