

Inspection report for early years provision

Unique reference number	EY432028
Inspection date	13/01/2012
Inspector	Amanda Tyson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives in a first floor apartment with her husband and two children aged under eight, one of whom is in the early years age group. Their home is in Hersham, within immediate reach of community facilities, shops and public transport links. All areas of the apartment are registered for childminding use. There is a lift. Children play in the lounge and one of the bedrooms, and sleep in the childminder's bedroom. There are two bathrooms, a kitchen and a secure enclosed balcony. The apartment block has a large, secure communal roof terrace, which children are taken to for supervised playtime. Children are also taken out into the community every day. The childminder has the use of a car.

Registration is for four children under eight; of these, no more than two may be in the early years age range, of whom one may be aged under one year. There is currently one child on roll aged under two years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made a very strong start to childminding. Children demonstrate a remarkable sense of belonging and security, despite being so young and new to the setting. They are confident, extremely happy and already making good progress in their learning and development. The childminder is not familiar with all early years concepts and theories, but overall her knowledge and understanding of the Early Years Foundation Stage is good. Self-evaluation is effective. The childminder prioritises and proactively targets aspects of her provision for further development. Plans for the future are exciting and demonstrate good capacity for driving improvement to a level of all round excellence.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of schemas (sometimes referred to as repeated patterns in children's play) and use these to assist planning.

The effectiveness of leadership and management of the early years provision

Children's welfare, care and learning is very well monitored, supported and safeguarded. Record keeping is comprehensive and meets requirements well. Risk

assessment is rigorous and effective. Accidents are minimised and children's safety on outings is well considered. The childminder's sensitive and well thought through settling-in procedure is highly effective in securing a strong sense of belonging and security in children. The childminder demonstrates a secure understanding of her responsibilities in relation to child protection.

The childminder makes very good use of her available space and resources. She has a good range of toys and equipment. These are supplemented by her simple, but innovative ideas. For example, bath chinks are provided for children to make marks on her transparent balcony panels. The rooftop patio space is exploited for bike riding and the view of the high street. Farm animals are presented on material with boxes underneath to create gradients resembling hills/mountains. The childminder makes sensible use of community resources, ensuring that the time children have with her is well balanced between the home, attending toddler groups and outdoor play opportunities.

Equality and diversity is at the heart of the childminder's practice. Strong and developing partnership with parents, along with the childminder's effective use of observational assessment means that she knows and understands their individual needs well. The childminder uses this information to guide her planning. She keeps parents well informed and consults with them on all aspects of children's care, learning and development. Parents describe how easily children settle into her care. They benefit greatly from the written daily diary which provides clear examples of the day's routines, activities and children's efforts and achievements. The learning journey record provides equally helpful information to show how well children are progressing towards the early learning goals. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings when the need arises.

Since registration the childminder has attended a 'Book Talk' workshop which introduced her to a little recording device that she now uses all the time to encourage speech and language. The childminder is becoming very familiar with the early learning goals. She has yet to find out about child development concepts and theories, such as schemas of play. Improvement is driven by the childminder's commitment to professional development, for example she is booked to attend two workshops relating to babies and toddlers. Overall, although the childminder's self-evaluation process is in the early stages, for example she has yet to utilise the full range of quality improvement tools available, it is effective in identifying and targeting priorities for improvement. This is a rapidly developing setting with strong capacity for achieving all round excellence in the future.

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

Children are cared for in a warm, clean, safe and stimulating environment. They enjoy exciting indoor play and learning, and plenty of fresh air and exercise. For example, the childminder takes them to the park most days and they ride trikes on

the roof terrace. Toddlers need no reminders to wash their hands before eating because it is a much enjoyed routine. They climb the special steps to the sink, love turning the tap on and applying the liquid soap. They dry their hands on paper towels and then love nothing better than taking responsibility for disposing of the towel in the bin. Toddlers enjoy healthy snacks and drinks, such as fruit smoothies. They select different berries, and watch and wait with excitement as the childminder blends them into a liquid and serves it to them in a cup.

The childminder's well thought through settling-in procedure and familiar routines are fundamental to helping children to feel safe and secure. Parents are asked to contribute photographs and record messages for the electronic album. Toddlers love pushing the buttons to listen to their mummy or daddy speaking out from the photograph. They confidently attempt new challenges, such as climbing, because the childminder takes them through gradual stages. They no longer need lifting over the lip to the balcony, but still want to hold the childminder's hand. They now climb up the steps, but want help coming down. The sound of the fire alarm now excites, rather than frightens them, because they know it means a fun game. The regular practise teaches them safety strategies for the future. Toddlers know where everything is and when they decide that they want to play on the balcony they bring the childminder their coat.

Children are curious and motivated to learn and develop their future skills. They know that by pressing tiny buttons, which requires skill from such young hands, they can hear the childminder sing a popular farm animal rhyme. This encourages their interests in the farm animals beautifully set out under the table like a den. They are intrigued by the rainbow coloured, cinnamon smelling play dough with sparkly bits of glitter mixed in. They help themselves to the bath chinks on the balcony and dip them into a trough of porridge oats before using them to create gritty colourful marks on the balcony panels. Toddlers love watching the trains passing over the bridge, and the fire engines racing along the road. The rooftop terrace provides for children to view their immediate world looking down, rather than up, which is more usual for children in an adult world. Toddlers thoroughly enjoy books. They know where they are, help themselves frequently and love to snuggle on the childminder's lap to listen to a story. Whilst the outcomes for children's learning cannot be judged better than good because children have not been attending long enough, the progress they are making in their personal social and emotional development is a strong indicator that this will be replicated in all other 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

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	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
--	---

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----