

Inspection report for early years provision

Unique reference number	EY432151
Inspection date	10/01/2012
Inspector	Lisa-Marie Jones

Type of setting	Childminder
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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 child pre-school child. The family lives in a three bedroom house within Caterham in the Borough of Tandridge. The downstairs of the home is registered for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight years, two of whom can be in the early years age group, one of whom may be under one year old. There are currently three children on roll within the early years age range. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's overall knowledge of The Early Years Foundation Stage framework and of children's individual needs enables her to promote children's care and learning satisfactorily. Partnership working is a key strength of the provision. Children are safe and secure and have opportunities to explore their local area and the world around them. The childminder's use of observation, assessment and planning is not fully effective in promoting children's further learning and development. However, Children enjoy learning through play and make sound progress towards the early learning goals. Self-evaluation is adequate and the childminder demonstrates sufficient capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve systems to review and assess practice in order to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop a systematic and routine approach to using observations. Use of assessment to plan the next steps in a child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

The childminder understands her role in safeguarding the welfare of children while they are in her care. She has attended training to further her knowledge of safeguarding issues and is clear of what she would do if she is concerned about a

child's well-being. Risk assessment is carried out to identify safety hazards and the childminder takes positive action to minimise risks so that children's safety is promoted in the home and when on outings.

Activities and use of resources promote inclusivity as well as independence. Children enjoy a range of practical learning opportunities. For example, they explore cultural differences when celebrating festivals, therefore promoting positive attitudes towards diversity. Children use a range of well maintained, quality toys and join in activities which are stage-appropriate. Outings to local groups and parks provide them with additional opportunities to be physically active, creative and to socialise with others.

Parents and carers are made very welcome and relationships with the childminder are good. They have input into their children's learning and development and give their opinions of the service that is provided. The childminder uses the information shared to provide positive support for both the children's and the families' needs. Partnerships with other early years practitioners involved in the children's care are also good. Information regarding children's progress is regularly shared and home contact books are used to share other relevant information. In this way the childminder gains a useful insight about children's experiences elsewhere and helps her to provide consistency of care for the children.

The childminder is in the process of setting up a formal system to aid her self-evaluation and drive improvement. She is aware of the strengths of her provision and has identified areas for development. Since registration she has accessed good resources, including local authority support to keep up-to-date with new childcare initiatives and to improve her knowledge and understanding of the childminding role. Her plans for improvement appear well-targeted and are likely to bring about future improvement.

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

Children are really happy and settled. They enjoy using the toys and equipment that are available to them and have the freedom to choose what they wish to play with. The range of activities both inside and outside of the home engage children's interest and are generally used to promote their all-round learning appropriately. The childminder works successfully with parents to find out about children's starting points and there is a newly introduced system to track children's development. Observation and assessment is being carried out and the childminder considers children's interests when planning. However, she does not use information gathered about children's progress to effectively plan for the next steps of their individual learning.

Children have good relationships with their friends and play well together. Their development in communication, language and literacy is supported well. Younger children are encouraged to use language and the childminder is skilled at modelling its use; she repeats words and gives time for children to communicate

back to her, showing a keen interest in what children have to say. Older children have the opportunity to explore letters and sounds showing confidence in their pre-reading and pre-writing skills. They all have the opportunity to share books and take part in story times and singing. They learn to use tools, such as scissors safely and produce craft work that is displayed in books or given to parents to take home.

Children are adopting appropriate personal hygiene habits through hand washing routines and are developing good manners and social skills. Even at a young age they are taught to 'share and care', and to say 'please' and 'thank you'. Children make progress in their physical development as they regularly take part in walks and have fun at soft play centres. In the garden they use small ride-on toys and balls. They take trips to the park to use playground equipment such as slides and swings. They have the opportunity to express themselves during creative activities, for example as they explore mud pits and painting activities when they attend play centres. Children show they feel safe in the setting because the childminder establishes close relationships with them. Children readily approach her to seek help or a cuddle if needed. This is enabling children to enjoy their time in the setting, to achieve and develop appropriate skills for future 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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