

Inspection report for early years provision

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Inspection date	30/01/2012
Inspector	Amanda Tyson
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 was registered in 2011, on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged two and four years. Her eldest child attends full time school. The home is situated in the Surrey village of Fetcham and is within walking distance of shops, pre-schools and parks. Leatherhead town centre, which has a leisure centre and rail links to London and Guildford, is within short commuting distance. The whole of the childminder's home is used for childminding. Toilet facilities are located on the first floor and there is an enclosed garden for outdoor play. She has a rabbit which is kept in the garden.

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, and of these, not more than one may be aged under one year. She also offers care to children aged over five years to 11 years. There are currently five children on roll in the early years age range, one of whom attends full time school. Children attend for a variety of part time hours.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, safe and making good progress in their learning and development. Children's play and learning needs are well supported by planned activities and, in the main, a good range of toys and equipment. The childminder has established friendly and trusting relationships with parents. Partnerships with the other settings children attend are in the early stages but overall, developing well. The childminder organises her practice to ensure all children are positively included. She is enthusiastic and keen to begin accessing the local training opportunities. Her capacity for improvement is good.

What steps need to be taken to improve provision further?

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

- Present resources that encourage children to explore and experiment using many of their senses
- develop further the two-way flow of information with other providers to support a shared approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare, care, learning and development is monitored, supported and safeguarded well. All records and documentation required for the safe and efficient management of the setting are in place and well maintained. Risk assessments are rigorous and effective in minimising accidents and keeping children safe on outings. For example, the home is fitted with numerous child safety gadgets and the lost child procedure appropriately differentiates between an enclosed venue and a wide open space. The childminder is secure in her knowledge and understanding of her responsibilities with regards to child protection.

The childminder makes effective use of her available indoor space and garden. She has a good variety of toys and learning resources overall. However, most are manufactured and made of plastic which generally feel the same. There are few resources to encourage children to explore and experiment using their senses. The childminder's effective promotion of equality and diversity is demonstrated by her developing use of observational assessment. She recognises children's individual interests and learning needs and uses this information to inform and guide her planning. The childminder has resources, such as dolls, small world, books and puzzles, which promote ethnicity, gender and disability differences. She has experience of caring for children with special educational needs and understands that children often have very different preferred learning styles.

Parents appreciate the range of fun activities, such as cooking, outdoor play and arts and crafts that the childminder provides. The childminder is described as warm and affectionate towards the children. Parents further appreciate the childminder's commitment to respecting their wishes, for example with regards to nutrition. Relationships with parents are very new, but the childminder's friendly approach and commitment to meeting children's individual needs provides firm foundations for the development of strong partnership working. Children's daily care routines, activities and dispositions are detailed in a diary which parents take home each day. Parents and the childminder communicate closely regarding all aspects of children's health and well-being, but are not yet fully involved in planning for children's progress and development towards the early learning goals. The childminder has initiated joint working arrangements with other professionals involved with children, but this has yet to be established.

The childminder has met the commitment she made at registration to secure her garden more effectively. Her use of the Ofsted self-evaluation form shows that she has a good understanding of her strengths and areas for further development. For example, in recognition of the space limitations in her home, the childminder made a photo book of all her toys and showing some popular activities, so that children could make informed and independent decisions about what they want to play with. Since registration, the childminder has prioritised settling children into her care and getting to know parents. Current priorities now focus on improving assessment and planning systems, developing use of the garden, and making use of local training opportunities. This demonstrates a good capacity for sustaining

ongoing improvement.

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

Children have settled into the childminder's care extremely well. Relationships between them are strong, mutually affectionate and trusting. They enjoy the surprise of seeing what activities the childminder has set out for them and supplementing these with choices selected from the catalogue she made for them. Children enjoy helping with practical tasks, such as chopping carrots for dinner. As soon as the childminder picks up babies they snuggle into her contentedly. Children's awareness and understanding of equality and diversity is raised through the use of toys, such as dolls and as the childminder guides their moral understanding. For example, she explains that fairies are male and female just like people and animals. This encourages children not to stereotype the play choices of boys and girls. Children enjoy learning about the cultural and religious beliefs of others through activities to celebrate calendar dates, such as Chinese New Year and Pancake Day.

The foundations for children to adopt healthy and active lifestyle habits are being firmly laid through the childminder's provision of a healthy and balanced diet and opportunities for outdoor play. Babies devour snacks of cooked carrot and fish pie for lunch and enjoy feeding themselves. Children's understanding of hygiene and safety is reinforced during cooking and baking activities. Pictorial reminders prompt children to wash their hands after using the toilet. Road safety and stranger danger rules are reinforced en route to and from school. The fire evacuation procedure is practised and the childminder makes sure that this is fun, rather than frightening. They enjoy the challenge of creating pictures using water and paint brushes on the garden wall before the sun dries it out and makes it disappear. They pour jugs of water into water wheels to make cogs and wheels spin. Children's hand and eye coordination is challenged as they practise hitting a ball which rotates at speed, attached to a rope around a metal pole. Toddlers enjoy the selection of ride-on bikes and coupe cars and picnics in the garden tepee are popular with all the children.

Children are provided with good opportunities and resources to support the development of future skills. Children weigh and measure cooking ingredients. They make patterns using mosaic shapes and are learning to differentiate between flat and solid shapes, for instance between a square and a cube. Children enjoy listening to stories and looking at books independently. Pre-school aged children use hand-held computers with skill and operate floor robots which teach directional language, programming skills and control. Babies and toddlers operate simple mechanical toys to create actions, sounds and movement. Pretend play is a strong feature. Toddlers like to mimic home routines such as 'doing the vacuuming and making tea and dinner'. Older children's play is much more developed. For example, a set of farmyard animals become pupils in a 'school play' with the horse taking on the role of head teacher.

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
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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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