

Inspection report for early years provision

Unique reference number	EY358685
Inspection date	07/02/2012
Inspector	Christine Clint
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 2007. She lives with her husband, who is also a registered childminder and their three children. Two children attend school and the youngest child is pre-school age. The family lives in Addlestone, in Surrey. Children remain on the ground floor of the home and all amenities are available. There is an enclosed garden for outside play. The family has a rabbit.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years when working alone, two children may be in the early years age group. When working with another childminder, a maximum of six children under eight years may be cared for and five children may be in the early years age group. There are currently 10 children on roll; six children are in the early years age group. The childminder collects children from school and from sessional care. She regularly attends local parent and toddler groups and children often have outings in the locality.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a high level of competence in meeting children's individual needs. She has a dedicated and committed attitude to encouraging children's learning through play. She provides a fully child-centred environment and a very wide variety of experiences. The childminder has thoroughly planned all documentation. She includes fully effective systems to show how children's learning and development is continually promoted. She has driven improvements and increased her own knowledge and understanding; she has begun to develop records of self-evaluation. There are well established links with parents and with other carers to promote children's progress.

What steps need to be taken to improve provision further?

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

- extend the systems of self-evaluation to identify and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a strong understanding and awareness of safeguarding the children in her care. She has clear policies in place to show how any concerns

about children would be managed. She has recorded risks and hazards within the home and garden and these are regularly checked for safety. There are also specific risk assessments in place for outings and regular places that the childminder visits, to fully maintain children's safety. There is a continually high level of supervision for younger children at all times and all safety equipment is in place. Fire drills are planned and practised and regular checks of the smoke alarms are recorded.

The childminder is fully aware of meeting all regulations for ensuring children's safety. She has ample experience and has organised her provision to meet children's needs. Substantial improvements have been included since the last inspection. The recommendations for quality have been met and the childminder has fully included the Early Years Foundation Stage requirements for learning. The childminder shows a strong commitment to promoting children's development. She has increased her knowledge through attending training in childcare and this is continuing.

There is an excellent range of resources available and the childminder fully widens children's experiences by including outings to places of interest. She plans and engages children in topics and experiments; effectively promoting children's learning through play. The childminder has started to evaluate her provision. However, this has not been fully extended to show all areas of continuous improvement and how this impacts on the children.

Children are learning about differences and they are learning to understand each other's needs. The childminder cares for children across the age range. She promotes understanding and includes resources which reflect differences. Children often take part in celebrating festivals from other cultures and this widens their level of understanding. The childminder is very aware of treating children according to their individual needs. She has an open and welcoming attitude towards all families and shows a strong commitment to learning words in other languages for dual language families.

There are fully established links with parents and close continuity is maintained with families. There is a welcoming home environment and parents can see information displayed about daily activities. Menus are also displayed and there is a full range of information about the childminding provision. Parents complete all regulatory permission and they provide clear details when children start at the setting. This includes individual information that the childminder uses to begin children's observation and assessment. This helps to form the basis of ongoing development. There is regular verbal exchange with parents and they have access to children's records of learning. The childminder has established links with other carers and information about children's progress is now being shared to promote and encourage achievements. The childminder has links within the community to benefit the children in her care. She also connects with the wider network to promote her setting and take advantage of training opportunities.

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

Children are achieving and making good progress towards the early learning goals. They are motivated and interested in a broad range of activities; taking responsibility for choosing what they do. They have a very child-centred environment and have developed close and positive relationships with the childminder. Children happily play with ample bricks and construct models. They name colours and talk about size, fitting bricks together, showing purpose and determination. Children are relaxed in the home and they know the routines for collecting other children at lunch time. They have established clear friendships and eagerly look forward to the arrival of other children. Children talk about the experiment they carried out in the morning. They remember which items floated and those that sunk. They show very clear skills of understanding and learning about the world around them. They concentrate when they make valentine cards, spreading glue and joining the paper. Children show advanced skills when using tools and cutting with scissors. Babies are included and supervised well, they like to feel the paper and touch items. They show a strong interest in learning to move and balance, grasping any opportunity to practise standing.

Children are secure in the home and they are developing a strong sense of belonging. This is encouraged through the regular daily routines and the effective interaction with adults. Children show high levels of confidence and move independently, especially in areas of the garden where they can be momentarily out of sight. This increases their sense of trust and belonging. Children learn about road safety when they walk with the childminder to post letters. They also take part in fire drills to promote their understanding of keeping safe.

Children competently follow good personal hygiene routines. They progress to manage toileting independently and have individual towels; they show a prompt response to washing before meal times. Children learn about healthy food because they talk about food that is good for them. Children take part in cooking activities and learn about being clean and careful when preparing raw or cooked food. Their health is promoted through regular exercise, climbing and sliding, manoeuvring wheeled toys and learning to balance on obstacle courses. Children also play physical games with a parachute and learn to work together.

Children behave very well and they show strong bonds with others. They take a close interest in helping the baby to stand by holding hands. Children learn about being sociable and polite at meal times. They are encouraged to consider each other's feelings and to share resources. Children learn about differences because they celebrate other festivals at times, they have also talked about their different homes and families. Children are praised extensively and this raises their self-esteem. They are clearly developing skills for the future. They communicate consistently with the childminder and with each other. They show interest in computers and have an understanding of technology. They are active, curious and inquisitive learners. They instigate play and negotiate with each other, sharing the doctors' and nurses' equipment and using stethoscopes together.

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	1
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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