

Inspection report for early years provision

Unique reference number	EY434753
Inspection date	14/02/2012
Inspector	Ann Moss
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 lives with her partner and three adult children in Dorking, Surrey, close to shops, parks, schools and public transport links. The whole ground floor of the childminder's home and a first floor bathroom is used for childminding. There is a garden available for outdoor play. She has two cats as pets and some chickens.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She also offers care to children aged over five years to 11 years. There are currently five children on roll. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a relaxed, homely environment. Overall, effective partnerships with parents and other professionals help to ensure each child's unique needs are met and they make good progress in their learning and development. The arrangement for documentation is good. However, one aspect of confidentiality is less effective. The childminder is reflective of her practice and committed to improving her service. However, self-evaluation has yet to incorporate the views of parents. The childminder's capacity for maintaining ongoing improvement is good.

What steps need to be taken to improve provision further?

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

- further develop awareness of the need for confidentiality, with particular regard to the recording of accidents and incidents
- improve the system of self-evaluation, in partnership with parents, to identify strengths and areas for improvement within the setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively, because the childminder demonstrates a high level of commitment to promoting their safety. She has attended a workshop on safeguarding children. The procedures in place for identifying any child at risk of harm and liaising with the appropriate child agencies are robust. There is a clearly written child protection policy in place, which is shared with parents prior to

admission of a child. The environment in which children play and learn, indoors, outdoors and on outings is safe and supportive, because the childminder completes effective risk assessments and takes steps to ensure any potential hazards are minimised. For example, less secure areas, such as the garden are made inaccessible through the use of safety gates. There is a detailed emergency evacuation plan in place and drills are carried out and recorded to identify any problems encountered. The childminder has successfully completed a recognised first aid course and is therefore able to deal with minor incidents quickly. Clear and effective systems are in place for the recording and sharing of information about any accident, incidents and medicine administered by the childminder, with parents. However, the confidentiality of accidents and incidents is not fully maintained.

The childminder organises her home well so that the children have access to a variety of good quality toys, resources and play materials, which are easily accessible, and used well to support their learning and development. Children have daily opportunities to explore indoor and outdoor space to enhance their all round development. Equality and diversity is promoted very well. The childminder provides a highly inclusive practice, ensuring all individual children's needs are met and provided for, regardless of background or ability. Children are valued as individuals and treated with equal respect. This is underpinned by the childminder's positive attitude and good practices to support children's diverse home backgrounds, home languages and to respect the wishes of both children and their parents. Children learn about diversity and celebrate differences in society through effective toys, resources and positive discussions. The experiences on offer are equally available to all children and positively reflect their own experiences and backgrounds.

Parents receive copies of the childminder's policies and procedures, ensuring that they are kept fully informed about the service offered. The childminder builds good relationships with parents through her friendly verbal feedback and a written diary that contains details about children's daily events such as food eaten and activities participated in. Parents can also contribute their own information to this system. This keeps both parents and the childminder informed of children's recent experiences and changing needs. The childminder also exchanges information about children, learning when they attend other settings to ensure effective continuity and progression. The childminder is reflective in her practice. However, a system of self-evaluation has yet to be established in partnership with parents, to fully identify strengths and areas for improvement within the setting. The childminder is keen to continue with training to update her knowledge and skills. This demonstrates a commitment to maintaining continuous improvement.

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

Children show that they feel safe with the childminder through their smiles and close interaction with the childminder. She allows and supports children to be happy expressing their individuality. They are very well supported in their play. The

childminder is committed to the development of sustained, shared thinking. She offers encouragement, clarifies ideas and asks open questions which support and extend children's thinking and help them to make connections in learning. The childminder makes careful written observations of the children at play and uses the information gained to plan further activities that will help them continue to make progress. Her system for formal observation and assessment is developing continually, considering children have only recently joined the provision. The childminder has used their starting points well to ensure she plans and provides a stimulating range of activities, based on their needs and to extend their learning. Their independence is promoted extremely well, as she allows them to move around freely indoors and out. They learn about their own safety and that of others through discussion and participation in meaningful activities, such as the fire evacuation drill and crossing the road. She offers appropriate strategies for safety, for example, when crossing the road, children are encouraged to listen carefully and look both ways. Children show enjoyment and a positive attitude towards learning, exemplified by their desire to participate and willingness to make choices. They seem keen to participate in, repeat and extend the activities, such as role-playing a shop assistant. Children build on their communication and social skills, because the childminder allows them time to express their thoughts and ideas. They use books confidently. They mark make in meaningful ways, such as writing out a shopping list, or their name. They learn about the wider world as they handle 'real' money and talk about the coins used by others. They have very good opportunities to be creative and show good levels of concentration and commitment as they construct models, following instructions, developing a problem solving approach. Children have access to programmable toys, such as telephones and a coffee making machine to enhance their understanding of technology. They show interest in a solar lamp and confidently tell an adult it is powered by sun. Overall, the learning opportunities in place help all children to develop necessary skills for their future learning.

Children play alongside and with each other, sharing, negotiating and cooperating with each other. They chatter freely about what they are doing and laugh out loud. They benefit greatly from fresh air and exercise, as they regularly play outdoors in the interesting garden, or walk on local park land that offers a range of challenges to build on their physical skills, such as climbing, or exploring the environment with a metal detector. The childminder promotes exercise as fun, encouraging children to participate in running activities. She also promotes healthy lifestyles through planned nutritious meals and snacks, such as fresh fruit. Regular drinks are made available to prevent children from getting thirsty. Children who need a rest are able to do so in a safe and comfortable place.

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	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
------------------------------------------------------------------	---

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

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
--------------------------------------------------------------------------------------------------	-----