

Inspection report for early years provision

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| Unique reference number | 120726 |
| Inspection date | 24/02/2012 |
| Inspector | Debbie Newbury |
| 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 2000. She lives with her husband and one child aged 15 years in Brookwood in Surrey. Children have access to all areas of the ground floor, with bathroom and sleep facilities provided in this area. There is an enclosed garden available for outdoor play. The family has two pygmy goats and two bearded dragons. The home is close to local parks, schools, shops and public transport links. The childminder is registered to care for a maximum of six children under eight years at any one time; of these not more than three may be in the early years age range. There are currently five children in the early years age range on roll and six older children. Days and times of children's attendance vary. The childminder undertakes school and nursery runs as necessary. She regularly takes children to childminding and toddler groups, parks and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder uses her secure knowledge and understanding of the Early Years Foundation Stage to successfully meet children's individual welfare needs and support them in their learning and development. Consequently, they are very happy and secure and make good progress. Arrangements for working in partnership with parents are mostly very effective. The childminder's capacity for sustained improvement is good due to her commitment to ongoing training and continued evaluation of practice.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute to their children's observations and assessments.

The effectiveness of leadership and management of the early years provision

The childminder implements positive measures to help children stay safe. She has a secure understanding of safeguarding issues and regularly updates her knowledge through training. Her use of ongoing risk assessment, appropriate safety features and careful supervision mean that children play in a safe and secure environment. The childminder organises the areas of the home that she uses for minding well. Children have space to move around and they help themselves to an interesting and extensive range of play materials. Labelling, in both written and pictorial format, helps all children see what is available.

The childminder has several years experience of childminding and is committed to providing good quality care to the children and their families. She reflects carefully on the service she provides and is very aware of what she does well. She attends many different training courses to help her stay up-to-date and discusses practice issues with other childminders and a network coordinator. This demonstrates her good capacity to build further upon her existing practice and improve outcomes for children. Comprehensive policies and procedures underpin the safe and efficient management of the childminding service. The childminder maintains all required documentation well and has successfully addressed the recommendations made at her last inspection.

Parents are well informed about how the childminder organises her service through the sharing of policies and procedures. Informal daily discussions, which are supplemented by a written diary help to ensure parents are included in their child's day and know how they spend their time. They are invited to view their child's development record whenever they wish. However, they do not contribute to these to promote a more cohesive approach to supporting and extending learning. Parents are very pleased with the care the childminder provides. They feel that their children are progressing well and are full of praise for the way she makes children feel safe and loved. One parent comments 'the childminder is a very loving, friendly, bubbly and happy-natured person - she has a passion and love for all children.' The childminder fully appreciates the need to work in partnership with any other settings children attend and she does this to the best of her ability.

The childminder actively promotes equality and diversity. She acknowledges each child as an individual and treats everyone with equal care and consideration. The provision of resources that reflect positive images of social diversity help children begin to learn about similarities and differences. Children also take part in different festivals and traditions throughout the year. The childminder matches these to children's levels of understanding. For instance, learning about St. David's Day may entail something as simple as going to buy a bunch of daffodils.

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

The childminder builds strong, trusting relationships with children because she treats them with warmth and affection. Consequently, children are very settled and secure. They see photographs of themselves and have their artwork displayed. This adds to their sense of belonging and helps them feel special. The childminder recognises that some children do not yet fully understand the need to share and she quickly resolves minor disputes with a minimum of fuss. Children receive lots of praise and encouragement. This fosters their developing self-esteem and confidence effectively.

Children learn through play and the childminder facilitates this effectively. As a result they make good progress in their learning and gain skills for the future. The childminder's use of observational assessment is effective. The childminder spends

much of her time sat on the floor so she is able to interact with young children at their eye level. Children select toys that arouse their curiosity and they follow their interests. For instance, interactive and cause-and-effect toys are popular with all children. These enable them to develop their problem solving skills and explore technology at a basic level. Children's language for communication is well supported. The childminder spends a lot of time talking to them. She acknowledges the sounds and gestures made by younger children as they make their wishes known. For example, when they turn their head or push the spoon away to indicate they do not want to eat. She engages in and encourages conversation with older children by asking questions, seeking their opinions and introducing new vocabulary. Young children delight in exploring their surroundings as they crawl out into the hallway and then come back to see if the childminder has noticed where they have been. Children have good opportunities to socialise and learn about their local community. They attend a children's centre, childminding group and visit the library and local shops. The childminder provides some interesting resources for sensory play. For instance, children explore jelly and artificial snow. They remain fully engrossed as they investigate the contents of some treasure boxes. These contain a selection of everyday resources and items with interesting textures. Younger children love banging metal spoons together and shaking a sparkly cheerleader's pompom. Older children explore different brushes and sponges. They make connections with their real-life experiences as they talk about a brush for 'washing' and a sponge for 'bath.'

Children benefit from the effective measures the childminder implements to ensure good standards of hygiene and reduce the potential for cross infection. Hand washing is part of the children's normal daily routine. Even the youngest children are encouraged to have a go at cleaning their hands before they eat. Parents provide food for their children. This is stored appropriately to ensure it poses no health risk. Even though the garden is not currently in use, children still enjoy plenty of fresh air and exercise. The childminder takes them out for walks along the canal, they go on nature trails, visit different playgrounds and attend a toddler gym.

Children learn to keep themselves safe with the support of the childminder. She draws children's attention to the need to sit properly on their chairs so they do not fall. They learn about road safety and regularly undertake fire drills to develop their understanding of what to do in the event of it being necessary to evacuate the home. Attending special events at a childminding group, such as a talk by the fire service, police and road safety experts offer additional opportunities for children to learn about staying safe.

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

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| 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

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| 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

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| 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

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| 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

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| 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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