

Inspection report for early years provision

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Inspection date	24/02/2012
Inspector	Kerry Iden
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 has been registered since 2011. She lives with her husband and their four children. They live in a terraced house in Godalming, near Guildford, Surrey. The property is close to local schools and amenities and there is a park nearby. The ground floor of the property is used for childminding with toilet facilities available on the first floor. There is a fully enclosed garden available for outside play and the family have a cat and some fish as pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register; to care for no more than three children at any one time, of whom no more than two maybe in the early years age group and of these only one may be under a year. There are currently three children on roll, all of whom are in the early years age group. The childminder is a member of the National Childminding Association and attends the local childminding groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has shown a big commitment to her childminding since registration. She is organised and professional in her approach to work and happy in her chosen carer. She is establishing clear systems to work in partnership with parents, although not yet others to share ideas about children's development. Children are making good progress in their development, most routines ensure children are safe and secure and enjoy their time in the setting. They are building their friendships and starting to become aware of others around them. Through her evaluation the childminder demonstrates that she has the capacity to drive improvement within her setting and raise standards for children.

What steps need to be taken to improve provision further?

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

- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences to help them to learn to value their own and other people's lives
- develop a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved
- carry out visual checks on sleeping children frequently

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of her responsibilities towards the protection of children. She shares this with the parents through her policies which all parents access electronically. The house is secure and different areas of the home are used for different types of play. Messy or craft activities take place in the kitchen whilst a quiet space is available in a first floor bedroom for day time naps. However, although an intercom system is used the childminder does not make frequent checks of sleeping children. Risk assessments are completed on the home and outings. Other documentation is also completed via the computerised system established by the childminder. However she transfers and prints off relevant information such as emergency contact details to ensure it is always accessible. Children's safety is maintained in relation to any accidents that occur as the childminder maintains an up to date paediatric certificate. All accidents are recorded and parents sign the entries made.

The childminder has made a strong start to her childminding and is enjoying her work. She is enthusiastic to learn more and liaises with more experienced childminders to support this. She is also registered to complete a level three qualification to increase her knowledge. The childminder has identified areas for development within her home and hopes to increase more variety of resources within the garden. Therefore the childminder demonstrates that she is able to evaluate and has the capacity to drive improvement within her own setting. The childminder also evaluates the resources within the provision based on the interests of the children. For example, introducing different containers for those who like to post objects and treasure baskets to give children more tactile experiences. The childminder makes use of recyclable materials to support children's understanding of sustainability. They transform old packets and containers in to different vehicles in craft activities or use pasta and string to develop good hand eye coordination in threading. The childminder also has a good understanding of ensuring inclusion of all children by offering different challenges to individual children. For example, as older children feel the texture of play dough and shape models, babies are able to feel the texture of cooked porridge which they enjoy making patterns in. Therefore children have access to a range of suitable and safe activities although resources to promote a multi cultural society are fewer, offering children less opportunities for discussion about the differences amongst people.

The childminder works collaboratively with the parents to understand their children's individual needs. Through collected information when families initially start, the childminder is able to understand children's likes, dislikes and interests and use this knowledge to help settle children. She continues this communication with parents as routines adapt. Parents can access an electronic daily entry of their child's time in the setting. They can see all details of their day, observations made by the childminder and photographs of their child at different activities. They can also comment on the progress their child is making as a two way exchange of communication. However the childminder has not yet extended this collaborative

approach to other early year's practitioner's to fully support all children.

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

Children are settled and happy within the childminder's home and have developed a warm and trusting relationship with the childminder. They are developing their relationships with others as they become confident with their peers, interacting together as well and playing in a parallel fashion. The childminder is enthusiastic in her care of children and her open ended questions and encouragement support children to achieve. Children show good levels of concentration and show they are able to stay focused by suitably challenging activities. The childminder is using a computerised system to collate all the observations she is making on the children. This is well organised and supports her in identifying next steps in children's development.

Children and babies show they feel safe and contented in their play. They are relaxed and enjoy their time. Through care routines such as nappy changes, they maintain good eye contact with the childminder and babble away in conversation. Children are learning how to keep themselves safe through play for example, as they roll balls inside instead of throwing them. The childminder understands the individual needs and routines of babies in her care. She is able to understand what is meant by different gestures and noises and responds to these accordingly. Children are developing their awareness of healthy lifestyles as they follow routines set by the childminder. They see her employing effective hygiene techniques as she cares for children with colds. They are supported to wash or wipe hands at snack and meal times. The childminder liaises with the parents over the introduction of new finger foods for babies as she tries different snacks. The childminder is supporting baby's physical development inside and with regular time away from the setting children have opportunities for fresh air and physical play.

The childminder has identified the children's keenness to investigate and explore. She has supported this through activities of interest to support their development. For example, as children are fascinated with placing objects inside containers the childminder supplies a variety of containers and different objects. Children are challenged individually for example, allowing babies to post shapes through the lid of the shape sorter whilst older children find the correct space and discuss the shape names. They use treasure baskets to develop their inquisitive nature. The texture of different materials and objects excite the children to become curious and inquisitive learners. Shared story times are used as an opportunity to support and extend children's vocabulary. Children identify features in the story or count objects to make it interactive. Some resources in the setting and time within their local community enables children to become aware of others. They are developing skills to work independently as well as together and with some support from the childminder, they are learning how to share resources, enabling everyone to make a positive contribution.

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	3
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	3
The extent to which children make a positive contribution	3
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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