

Inspection report for early years provision

Unique reference number	EY435113
Inspection date	28/02/2012
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.

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 registered in 2011. She lives with her husband and one pre-school child, in Farnham, Surrey. The house is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and children play in the sitting-dining room on the ground floor. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time, no more than two children may be in the early years age group. She is currently caring for one child in the early years age group on a full time basis. The childminder is willing to collect children from the local school and she attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a high level of dedication in meeting children's individual needs. She maintains continual supervision and includes very well managed routines. She has planned and organised the home to promote children's safety, although not all fire safety equipment is in place. The childminder has improved her knowledge and understanding through training and she shows an awareness of introducing systems of evaluation to plan for future improvement. She has developed a clear range of documentation to meet all the required regulations. The childminder has effective arrangements to settle children and systems to encourage them to make progress are developing well, overall. She fully involves parents and shares detailed information daily; she is establishing strong relationships with families.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- provide appropriate fire detection and control equipment which is in working order (Suitable premises, environment and equipment.)
- 27/03/2012

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

- strengthen the use of observations and assessments to consistently identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her duty to safeguard children and respond to their needs. She has increased her understanding through training and has clearly learned about the procedures for referring any concerns about children's welfare. She has developed clear information for parents to ensure they understand her responsibilities. The childminder has made strong improvements since registration by including safety equipment throughout the home. She has developed fire plans and included a written evacuation procedure. However, there is no smoke alarm on the first floor and children regularly sleep upstairs during the day. This is a breach of requirements. The childminder has prioritised children's safety by recording a detailed risk assessment of the home and of all outings. She shows a sensible and focused approach to managing hazards and protecting children in her care. All records for individual children are in place and signed permission from parents is included.

The childminder has developed a high level of awareness of children's abilities and characteristics, she is aware that these are changing rapidly. She has organised the daily routines to provide variety for indoor and outdoor activities to suit children's age and stage of development. She very consciously manages quieter routines when children are settling. The childminder is observing children's progress and she has clear plans to include individual learning records. However, observations are not always used consistently in planning. Children's play equipment is very suitable, ready and available. The childminder has a clear awareness of developing the range of resources as children progress. She has recognised the need to develop her resources to reflect differences within society and new toys are on order to improve the provision. The childminder is fully committed to being equal and to promoting diversity. She has learned English as an additional language and she is competently able to help the children in her care who are also learning two languages.

The childminder is continuing to develop and evaluate her provision as she gains confidence and makes progress in meeting the needs of children and as she establishes relationships with parents. She has already expanded her knowledge by attending a wider variety of training. The childminder has well organised information for parent; she includes a large notice board containing all regulatory details. She encourages all parents to sign copies of her policies and procedures. She has competently recorded details to meet all requirements and to ensure that she has knowledge in advance of children attending; this helps her to build relationships and learn about children's characters and preferences. Parents have ample opportunity to discuss daily routines and share information. The childminder is beginning to make links with other providers in the area, however, there are currently no children on roll who attend other settings, or need support from other agencies. The childminder is aware of the need to work in partnership with any other settings if the need arises.

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

Toddlers are settling well in the childminder's care, they show confidence and enjoy the freedom of movement. They choose resources and show an increasing level of interest in items around them. They are clearly recognising and responding to the childminder's interaction, she encourages them with continual dialogue and provides new and different experiences to hold their attention and develop their interest. Children sit together on the soft play mat handling items and learning to build towers. The childminder counts with them and introduces words to reflect different shapes and sizes. Toddlers press buttons spontaneously and enjoy different sounds. They pick up items and place them down again, they turn wheels and understand how to manoeuvre themselves, they are learning to balance and stand.

Children feel safe and secure because the childminder follows well-planned routines for their care. She uses straps whenever the toddlers sit in their high chairs and they are used to feeling secure. She explains the rules for safety when they tangle themselves in the curtain and she swiftly removes them, interesting them in a story or looking at pictures. Children are keen to learn how to climb the stairs and the childminder remains behind them at all times, encouraging and supervising their developing capabilities. Children's increasing level of physical skills is fully recognised by the childminder and she does include ample opportunity for walking locally and keeping toddlers on reins to ensure their safety. Toddlers have healthy snacks and the childminder encourages them to manage their own food, she prepares fruit and they hold sections of pear to chew. They have individual drinks and can access these throughout their play; the childminder reminds them at times because she has recognised how much children like to drink. They are learning about having clean hands and the childminder explains when it is time for nappy changing, so that children respond and eagerly go upstairs with her.

Toddlers are effectively using and sharing emerging language when they sit together and this excites their interest and shows their ability to communicate. They are learning English as an additional language from the start and the childminder is keen to encourage and develop the range of languages within her provision. Children look at picture books and identify animals; they are keen to dance to music and especially to manage interactive play equipment themselves. They respond to each other well and show feelings of affection, the childminder is keen to encourage toddlers to say sorry when they have accidentally bumped each other. She explains about taking turns and sharing the resources especially the indoor-wheeled toy. She also tells children when it is time to tidy the toys before lunch and they willingly respond. Toddlers are competently developing their skills for the future.

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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