

Inspection report for early years provision

Unique reference number	EY256253
Inspection date	12/03/2012
Inspector	Hazel Farrant

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 was registered in 2003. She lives with her two children in a semi-detached house in Woking, Surrey. The house is close to local amenities and parks and is within walking distance of Woking town centre. Children have access to most areas of the home except for the garage and utility room. There is an enclosed rear garden for outdoor play. The childminder is registered to care for a maximum of six children, of which three may be in the early year's age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently six children on roll, three of which are in the early years age range. The childminder is able to collect children from a variety of local schools and pre-schools. She regularly takes children on visits to play parks and places of interest. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a range of worthwhile and interesting activities, which results in children making good progress towards the early learning goals. The childminder has established good partnerships with parents and carers. However, parents and carers are not currently fully contributing to children's developmental folders and therefore missing the opportunity to further work together. Although self-evaluation requires further development in order to identify key priorities, the childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop effective systems to enable parents to contribute to the observation, assessment and planning for their child
- develop further systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is well informed about her responsibility to protect children, including the procedures to be followed if she has concerns about the children in her care. The childminder carries out daily safety checks of her home and garden in order to minimise potential hazards. The childminder practises fire evacuation drills regularly with the children and an effective record is kept. All records required for the efficient running of the setting are available for inspection. The childminder

is committed to maintaining continuous improvement in her practice. She has addressed the recommendations from the last inspection effectively and has undertaken several courses. She has started to reflect on her own practice and is currently making improvements to her outdoor play provision. However, her current system for monitoring and evaluating practice does not highlight priorities for development that will improve the quality of provision for all children.

The childminder offers guidance to parents about many aspects of care and learning. Although observations and assessments are shared regularly with parents, they are not currently contributing to children's developmental folders. Therefore missing the opportunity to further work together in order to fully support their child's development. The childminder is extremely supportive and flexible, adapting her service to fit the commitments of parents. They are highly complimentary about the progress their child has made in the homely environment, which the childminder creates. The childminder liaises consistently with other early years providers and continues with activities to support children's learning effectively. Excellent use is made of space to provide a wide range of different activities and experiences. Good quality resources are varied and used very well. This significantly supports children to achieve planned goals. All children are highly valued and the childminder ensures that their individual needs are met very well. Children's understanding of diversity and differences is significantly enhanced by accessing interesting resources. They also learn through first hand experience when they mix with peers.

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

Children enjoy their time at the childminder's home because she implements a wide range of stimulating activities to promote their learning and development. All children participate in arts and crafts. They enjoy rolling, cutting and pressing shapes out of dough. Children giggle with delight as they successfully roll the dough into balls and use confident counting skills to proudly announce how many sheep they have made. Their language skills are very well promoted because the childminder uses several effective methods. She talks consistently to the children and frequently reads with them. They demonstrate that they feel very secure as they confidently play on their own, with each other and the childminder. Children's sense of belonging is superbly promoted through the display of their work, name pegs and photographs. They are very well behaved because the childminder uses age-appropriate strategies to manage their behaviour and rewards them with praise for effort and as well as achievement.

The childminder has a good grasp of the Early Years Foundation Stage and plans for children's learning individually. Activities are linked effectively to what children are currently interested in enabling them to move on to a higher level. Children benefit from a stimulating learning environment where they are able to easily select resources independently and follow their own interest. Children's individual needs are met significantly. They eat nutritious meals and their dietary requirements are managed effectively. Children learn about healthy foods as they

plant and tend a variety of fruit and vegetables in the garden. Everyday children exercise in the fresh air and they sleep according to their established pattern. Planned outings to groups and other venues increase their awareness of the world around them. These activities help children develop learning and social skills that equip them effectively for the future.

Children's awareness of safety is developing because the childminder provides opportunities for them to walk next to her, knowing that they must stay close to her at all times. They move around freely from one room to another and sit securely in high chairs or at the table for some activities. Children enjoy putting the train track together. They show good problem solving skills as they turn and piece together the various shapes and size. Children know that the green light means they can move their trains on and they must stop at the red light. They are developing self-help skills during activities and follow guidance provided from the childminder. The wealth of activities ensures that children develop consistently to achieve good outcomes in all areas of learning.

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
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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met