

Inspection report for early years provision

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Inspection date	05/03/2012
Inspector	Christopher MacKinnon
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 2005 and lives in a ground floor maisonette in West Ewell, Surrey. Two rooms are used for childcare, and regular outings are made to provide outdoor activities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time, with no more than two in the early years age range. The childminder currently has four children on roll, with three in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is an experienced child carer and her promotion of individual children's care and development is generally secure. Children have access to an organised play environment with a sufficient range of activities and resources provided to enable children to make steady progress in most aspects of their learning. The childminder has initiated the use of observation and assessment but this is not used effectively to inform future planning and parents are not routinely involved in their children's learning. Good partnership working takes place between the childminder and other settings children attend. Self-evaluation is used positively and the childminder demonstrates a sound capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in a child's developmental progress and regularly review this approach
- develop the range of resources to support children's creative development, and provide more mark making, art crafts and cutting and sticking opportunities
- improve engagement with parents to share more information on children's developmental progress and involve them in their children's learning.

The effectiveness of leadership and management of the early years provision

The childminder is an established home based childcare provider. She has recently moved to new premises, and continues to present an organised programme of play and learning for children. The childminder understands her role and responsibilities

to safeguard children's welfare. She has recently completed child protection training and demonstrates a good knowledge of safeguarding matters. She has clearly presented policies and procedures, to help keep children safe and secure. She carries out risk assessments of her home and maintains clear records of her findings and the action taken to minimise potential safety risks.

The childminder shows a positive approach to managing improvement, and is currently developing several aspects of practice. Particularly her presentation of resources, and assessment of children's learning progress. She demonstrates a sound understanding of the benefits of self-evaluation and is currently working to develop a more focused system for this.

The childminder presents an organised play environment. Two rooms in her home, are used for childcare, and children have sufficient play space for active games and expressive child-led learning. Children are able to play with assembly resources and use books and programmable toys. They also enjoy using small world and role play materials. However, children's ability to explore learning opportunities with malleable materials, mark making and creative art activities is currently limited.

The childminder is inclusive in her practice and is aware of the need to help individual children develop. She takes note of their interests and provides regular outings to play centres. These are planned specifically to advance children's social development, and provide a wider range of play experiences. She has a clearly written policy for guidance in equal opportunities, and has experience of working with children with disabilities. The childminder has diversity based play materials available to children and includes the celebration of cultural festivals in her play programme.

The childminder regards partnerships and the sharing information with other carers, as an important aspect of her work. She has successfully established links with a local nursery setting children attend and regularly exchanges information on children's development. The childminder works in a generally positive way to engage with parents. Daily verbal up-dates are provided about what their children have been doing and parents' wishes and views on their children's care are embraced. However the level of information made available to parents to inform them about their children's developmental progress and involve them in their children's learning is limited.

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

The childminder's systems for observation, assessment and planning are basic. She has recently returned to providing early years care and has started to keep observation journals for each child. She makes regular written notes on children's development across the six areas of learning. However, she does not evaluate the information gathered. She does not effectively identify the next steps for children's individual learning and plan activities that support children's further progress. The

childminder keeps a play book that has lists of activities and children are consulted each day on their play ideas and preferences. She shows experience and demonstrates some positive skills with teaching and promoting children's learning. For example, she takes care to promote children's use of speech and shares productive one-to-one role play to encourage their use of imagination.

Children are relaxed and happy and the childminder takes care to ensure children are made welcome. She provides frequent cuddles and close attention, and the children familiarly call her by her first name when they ask questions. Children show good levels of self-esteem and have strong relationships with the childminder and their peers. The childminder has built up considerable behaviour management experience over her years of childminding. Children show consideration of the needs of others and understand how to keep themselves and others safe. A strong emphasis is placed on promoting children's personal and social development. Children are consistently helped with sharing and taking turns, and engage in productive child-led play.

The childminder is consistent in her support of children's understanding of healthy lifestyles. For example, children have healthy meals and snacks. Children learn about different foods on outings to local shops. The promotion of children's physical development, regularly features in the play programme. Indoor games that encourage movement and children's physical confidence, are successfully provided. Children also have regular outings to local parks and play centres, for a wide range of challenging physical play.

Children's skills for future learning are soundly supported. Children show particular confidence with language and their speech and use of words is positively promoted. They enjoy talking books and learn to recognise letter shapes and sounds. Children's awareness of the wider world is soundly promoted. Children have frequent outings and are encouraged by the childminder to look around and learn from what they see. Children are imaginative and have opportunities to adapt and explore play materials during role play and invented games. Children enjoy problem solving with construction sets and puzzles, and learn about numbers during play activities.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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