

Inspection report for early years provision

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Inspection date	15/03/2012
Inspector	Amanda Shedden
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 1988. She lives with her husband and one adult child. They live in a cul-de-sac in the Frimley area. The ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years. Of these, three may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group on a part-time basis. She also cares for three children in the older age range after school. The childminder attends a number of local parent/toddler groups and is a member of the local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and welfare are promoted successfully. Children's individual needs are met well owing to the understanding and positive interaction of the childminder. Children's learning is progressing well because of the skills and knowledge of the childminder, who effectively supports children learning through their play. Good partnerships are developed with parents and other settings that children attend, although aspects of information are not fully shared. Most requirements of the Early Years Foundation Stage are met well, as this is an inclusive setting, where all children feel valued and included. The childminder monitors and evaluates her provision, demonstrating good capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- improve communication links between settings so that children's needs are met and there is continuity in their learning
- develop systems so that parents are well involved with their children's learning on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and caring environment. Their safety and well-being are a priority. The childminder has undertaken training in this area so is well aware of the procedure to follow, if she had concerns about a child. The childminder uses her risk assessments to check that all areas children access are

safe, inside and outside the home. She has a relevant, first aid certificate and all necessary permissions are in place. There is appropriate equipment in place to keep all hazards to a minimum. Young children sleep downstairs to enable the childminder to make frequent checks on them. There is a complete range of policies and procedures that the childminder has created to support her practice. This is shared with the parents so that both parties are aware of each others' responsibilities.

This is an inclusive setting where children's differences are acknowledged and expectations for each child are different, depending on their individual stages of development. The childminder offers activities and resources at different levels to reflect the needs of each child. There is a wide range of good quality resources that is displayed to promote children's independence. The childminder displays children's art work, giving them a sense of belonging.

The childminder evaluates her practice and identifies areas of development that are needed. She has recently improved her provision to reflect the needs of the children as some are getting older. This includes obtaining more electronic resources for children's use. She has identified the need to undertake training to increase her knowledge and skills further.

The childminder has good relationships with parents. Parents are given a good range of information about the childminder and each others' responsibilities. Use of daily discussions and diaries ensure that parents are made aware of the observations undertaken and the experiences their children are having. However, they are not kept fully informed about children's next steps of progress that the childminder has identified. Parents are very supportive of the childminder and appreciate the care and experiences their children have with her. Children attend other early years settings, with which the childminder has satisfactory links. However, at present, only their welfare needs are shared. The childminder has not developed links so that there is continuity in children's learning.

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

Children are happy and content with the childminder. The majority have been cared for by her since they were babies. The experienced childminder has an accurate understanding of child development, the Early Years Foundation Stage and how children learn. She uses this knowledge and her skills to ensure that children are making good progress towards the early learning goals. She observes children regularly and plans further activities to extend their knowledge and understanding. The childminder knows the children well and uses all possible moments to develop their learning further. For example, when playing with anything with colour, the childminder repeats the colours clearly. She encourages children to repeat the words and to build on their recognition of colours and vocabulary.

Children have a good balance of child-initiated and adult-led play. They are encouraged to be independent as they choose what they wish to play with. The skills of the childminder enable her to promote learning through their chosen activities. For example, she promotes their imagination as they turn cotton reels into a swing and then make patterns with them. The childminder effectively

encourages children to count, as they find out how many reels are stacked on top of each other. Children enjoy stories, while sitting having cuddles and being encouraged to identify different pictures in the books. The childminder skilfully links pictures in the books to familiar things from the children's home lives. Children get involved and gain an understanding of others and the wider world as they participate in fundraising activities to support a variety of charities. They cook cakes to be sold; they participate in making scarecrows that are sponsored and draw pictures of themselves to be included in boxes that are sent abroad. Activities like these encourage a positive attitude to learning, to care for others and help children develop good skills for the future.

Children are effectively learning about healthy lifestyles through their daily activities and routines. They wash their hands before eating and after messy play, drying their hands on individual towels to reduce cross infection. Children are confident and feel safe in the environment; they know the routine of the day and are confident to select what they wish to play with. They enjoy cuddles with the childminder who is sensitive to their needs and can interpret their babble. This is reflected in children's good behaviour. The childminder focuses on the positives, praising and encouraging children while building on their self-esteem. Children respond positively when asked to help tidy up the toys. Behaviour strategies are in place for older children, while young children learn through the day-to-day positive interaction of the childminder.

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	3

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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