

Inspection report for early years provision

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Inspection date	03/04/2012
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 registered in 2011 and co-childminds with his wife who is also a registered childminder. He lives with his wife and two adult children in Blackwater, near Camberley. The whole of the ground floor is used for childminding, There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to and from local schools and pre-schools. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. When working with another childminder at the above premises, they may care for a total of no more than eight children under eight years; of these, not more than six may be in the early years age group, and of these, not more than two may be under one year at any one time. He is currently caring for five children two of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the provision is good. The children's individual needs are met due to the childminders understanding of their needs. Children's learning and development is progressing well, the childminder uses observations and knowledge of the children to develop them further. Most requirements of the Early Years Foundation Stage are met well. This is a fully inclusive setting where all children feel valued and included. The childminder monitors the provision and makes plans to develop his practice further for the benefit of the children. He demonstrates 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 the two-way flow of information with parents relating to each child's experience at home to support the starting points for their learning
- extend sharing of information with parents to include the setting of targets to plan for children's further learning and development.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and very caring environment. The children's safety and well-being are a priority. The childminder uses his broad range of risk

assessments to ensure that all areas the children access are safe. He has undertaken additional training to ensure that he is fully aware of the procedure to follow if he had a concern about a child in his care. The childminder has a relevant first aid certificate and permission is in place for him to seek emergency medical help. There is a range of appropriate equipment in place to keep all hazards to a minimum. A full range of policies and procedures have been created to support his practise and are shared with the parents. This ensures that both parties are aware of each other's responsibilities.

This is a fully inclusive setting where children's differences are acknowledged, expectations of each child is different dependent on their individual stage of development. A range of age-appropriate equipment is available and the childminder ensures the toys are rotated. This ensures the children have a variety of play and learning opportunities that promote their development. Children undertake activities that reflect the wider world and other cultures.

The childminder has undertaken a self-evaluation on his setting. Through this, he has identified that the children need further resources linked to technology. To continue to improve his practice he will complete his level 3 qualification and undertake further training linked to the early years.

The childminder has good relationships with the parents. Each day they discuss the children's experiences and progress. They are aware of the observations made on their child and state that they can see and are pleased with the progress they are making. They review and comment in their child's learning journey's each month. However, they are not asked to contribute their thoughts about the next progression stage for their child. Parents value the care their children receive and the work of the childminder stating that they have the upmost confidence in him and their children love coming to him.

At present, the children do not attend at any other providers. He is however aware of his responsibility to liaise with other early years settings once they start attending elsewhere.

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

The children are happy, feel secure and have warm relationships with the childminder. The childminder has an understanding of child development and how children learn. Observations made on the children are recorded in their individual learning journeys and they enable him to continually evaluate the needs of each child. This enables him to plan further activities to extend their knowledge and understanding. The childminder sits and plays with the children to encourage their learning through play.

The childminder provides good levels of support ensuring that children have individual time enabling the childminder to concentrate on promoting their development and gathering information about their likes and dislikes. However, he does not collect information about their developmental starting points. He

demonstrates secure knowledge of children's emotional needs, interests and routines. For example, the childminder recognises when young children and babies become tired or hungry.

The childminder knows the children very well and uses all possible moments to develop their skills for the future. When playing with building resources the childminder repeats the colours, clearly encouraging the children to repeat the words and build on their recognition of colours.

When children are using shape sorters, the childminder asks open-ended questions encouraging children to think and contribute their own knowledge as they look at the different shapes. Young children's language is encouraged and supported by the childminder who talks clearly to them encouraging their vocabulary. Children benefit from the positive interaction they have with the childminder.

Children are learning about healthy lifestyles through their daily activities and routines. Young children know the routine and readily hold their hands out before eating to have them cleaned. Children have access to drinks throughout the day to prevent them from becoming dehydrated. Each day they access fresh air either on the school run, using the garden or on visits to local parks and other amenities.

Children are confident and feel safe within 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 the children's good behaviour. The childminder focuses on the positives praising and encouraging the children building on their self-esteem. Strategies are in place for older children and young children learn through the day-to-day positive interaction of the childminder.

Children's behaviour is appropriate for their age and stage of development. They benefit from the childminder being a positive role model and children respond well to his consistent use of praise.

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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