

Inspection report for early years provision

Unique reference number	EY437220
Inspection date	25/04/2012
Inspector	Michele Beasley
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. She lives with her partner in a house with her three school aged children in Oxted, Surrey. Minded children have access to all rooms on the ground floor, including a designated playroom. There is an enclosed garden available for outside play. The family have a pet hamster. The childminder is registered to provide care for a maximum of five children aged under eight years at any one time; of these, no more than three may be in the early years age range, and of these, no more than one may be aged under one year at any one time. When working with an assistant, may care for 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. She currently has five children in the early years age range who attend full and part-time. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a welcoming, happy home environment. Overall, the childminder's documentation, knowledge of children in her care and partnerships with parents ensures their welfare and learning needs are met. Children are making good progress in all areas of their learning and development. The childminder reflects on her practice, and has an understanding of her strengths. She is able to highlight areas she wishes to improve, such as parents contributing to their child's learning journals. She demonstrates a good capacity to maintain continuous improvement to benefit the children in her care.

What steps need to be taken to improve provision further?

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

- record fire drills in a fire log book, making a note of any problems encountered and how they were resolved
- provide opportunities for parents to make written comments about their child's progress to involve them fully in their child's learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded well, because the childminder and her assistant have a secure knowledge of how to recognise, record and report any concerns.

Generally children are kept safe and free from harm. Risk assessments are carried out for the premises indoors, outdoors and for outings. Regular practise of fire drills help children learn to take responsibilities for their own safety. However, these drills are not evaluated and full details are not recorded.

The childminder and her assistant are very committed and enthusiastic within their roles. Both demonstrate an extremely professional approach to working with the children and their families. Through self-evaluation, the childminder shows she is monitoring her setting and looking for ways in which she can continue to improve her setting for the children in her care. For instance, providing parental questionnaires and looking at ways to enhance her skills by attending further training to update her knowledge about how children develop.

The childminder has dedicated a play room for the minded children and has organised the labelled toys and resources at the children's height. She plans appropriate activities that support children's learning and development and are based on their interests. She organises the learning environment to suit the needs of the children in her care. The childminder has established links with other early years providers to ensure a collaborative approach to children's welfare, learning and development is achieved. This is in order to support the children and ensure progression and continuity in their learning.

Children learn about Chinese New Year and Christian festivals, such as Easter. For St. George's Day, children made an English flag and coloured in a picture of George and the Dragon. The childminder extended this by reading a story about a mouse called George and a dragon at story time. Children use a range of figures, books and dolls, helping to develop their understanding of the wider world. Children gain significantly from the partnerships between the parents and the childminder. The information she obtains from parents when children initially start at the setting ensures all their welfare needs are known and their learning is continuously supported. Parents receive verbal feedback and daily journals about the care their children have received and what they have been doing. In addition, the childminder formally talks through their children's progress records. However, parents are not given the opportunity to contribute to their children's learning. This means that opportunities are not fully maximised for parents to be involved in planning for their children's next steps in learning.

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

The childminder shows a well developed understanding of the children's interests, achievements and next steps in learning. This ensures children are valued and respected as unique individuals. Children make good progress within the environment, where they engage in activities and explore resources which meet their individual needs. The childminder conducts observations and evaluates and monitors both spontaneous and planned activities, in order to reflect upon and plan future learning experiences. However, parents currently do not contribute to these records.

The childminder develops children's learning well. For example, a child's interest in identifying a circle whilst playing with a shape sorter, led to looking at basic shapes, such as triangles, squares and rectangles. The childminder extends this by helping the child make a shape collage picture. This fulfils children's individual learning needs, making them feel valued. Children demonstrate good levels of curiosity as they play shops, make shopping lists and are then taken to the shops to buy ingredients to make their own sandwiches. Young children have an enjoyable time; they are fascinated with a toy drill and try to undo toy screws which they are shown how to unscrew. Pictorial evidence shows children spaghetti painting, using stampers, using toy car tyres to make tracks, dressing up and bubble painting. Homemade sensory jars filled with fir cones, glitter and other materials fascinate children as they turn them upside down and look intently at them. Young children delight as they sit up to the table and move their hands through lentils and pasta.

Children behave well because they know what is expected of them and receive lots of praise and encouragement, helping them to develop a clear sense of right and wrong. They use a range of books, toys and resources reflecting diversity and beliefs, helping to develop their understanding of the wider world.

Outside play is a regular and familiar activity. Good use is made of the locality as children are taken to a local farm, a Sure Start Children's Centre and parks. This ensures that children develop positive attitudes towards fresh air and exercise. Children's understanding of healthy food is very effectively promoted by the childminder, who talks to the children about the healthy benefits of the food they eat at snack and meal times. Collage pictures made by the older children represent healthy and unhealthy foods. This provides children with an effective understanding about promoting a healthy lifestyle.

Children are provided with a range of opportunities to learn how to keep themselves safe and the childminder gives them explanations as to why safety rules and boundaries are in place. For example, children are reminded to be careful when sitting on chairs and the childminder talks to them about sitting on their bottoms to prevent them falling off. Older children are encouraged to try to manage their own coats, shoes and bags to develop their independence skills.

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