

Inspection report for early years provision

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Inspection date	09/05/2012
Inspector	Catherine Greenwood
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 2012. She lives with her husband and child aged eleven months, in Woking, Surrey. The premises is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. There is a garden available for outside play. The childminders provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are two children on roll in the early years age range. The childminder currently cares for children who are learning English as an additional language. She is also registered to provide overnight care for two children under the age of eight years. The childminder also offers care to children aged from the end of the early years to 11 years. She collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with a stimulating learning environment and varied range of resources overall, that help them make good progress in the learning and development. The childminder works closely with parents to meet children's individual needs. She consistently evaluates her practice, makes continuous improvements and has a good knowledge of the strengths and weaknesses of the provision. The childminders good communication and interaction with children significantly contributes to their learning and development, and is a key strength of the provision.

What steps need to be taken to improve provision further?

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

- improve the range of resources that provide positive images that challenge children's thinking and help them to embrace differences in special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect the welfare of the child and as part of the registration process has

attended a safeguarding workshop. This has helped her to gain confidence in knowing what action to take if she is concerned about a child. Children's safety is maintained through the use of comprehensive risk assessments, which include all outings and daily checks of the premises. Self-evaluation is good. The childminder reflects on the quality of the provision and since registration, has made improvements and identified future aims that will improve outcomes for children. For example, she is in the process of having a handrail fitted, that will enable them to use the garden steps independently and safely. She plans to join the childminding network, which will enable her to provide free early education, develop liaison with other childminders and access training opportunities.

Children benefit from a well organised environment, with a good range of indoor and outdoor resources. Play equipment is made easily accessible on low level shelving units in two dedicated play rooms. Children who are learning English as an additional language show an increasing ability to communicate with the childminder and others during their play. This is because the childminder learns words in children's home languages, which she uses to help them express their needs. There is a good range of resources that reflect positive images, which help to promote children's knowledge of most aspects of diversity. However, these do not include disability, which limits learning in this area of their development.

There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises. The childminder forms positive relationships with parents and asks them for information that successfully helps children settle and feel comfortable in her home. She shares information with parents about their children's achievements and provides them with resources to help extend children's learning at home. For example, details of nursery rhymes, so parents can help children learn them in English as well as their home language. Parents comments in questionnaire's show they are happy with the provision. For example, they say ' I love the fact that you take the children out a lot and there are varied stimulating activities for my children every day. I am extremely happy with the service'.

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

Children make good progress in relation to their developmental starting points. They are fully included in all aspects of the provision. This is because the childminder dedicates her time to engaging in their play, before stepping back and allowing them to make their own choices and play freely. The childminder responds to children's individual interests, for example, in imaginative play and plans activities related to themes, such as, mini-beasts, the Queens Jubilee and the Olympics. The childminder has a very good knowledge of children's individual progress. She records observations of their individual achievements and makes good use of guidance to move them on in their learning. Children are generally well behaved according to their age and stage of development. The childminder encourages them to share the resources and is vigilant about supervising them

during their play. She sets clear expectations about taking turns and ensures there are enough resources to go around. Consequently, children are beginning to learn to play together cooperatively. Children show determination and a good ability to make their own choices. The childminder responds to their requests, for example, when they indicate they want to play outside in her garden.

Children develop a good range of vocabulary. The childminder reads stories and uses related props, for example, soft toy caterpillars and butterflies. Consequently, children's interest is fully sustained. Children explore the local environment, for example, as they splash in puddles during outings to the local park. They know how to use programmable toys, as they press buttons to create sounds of the letters of the alphabet and walkie talkies as pretend telephones. Children learn about nature, during visits to Royal Horticultural gardens, where they take part in scavenger hunts and collect items in paper bags. The childminder has obtained troughs and seeds for children to plant and grow sunflowers and tomatoes in her garden. Children improve their co-ordination and develop control of their movements, as they use resources at a soft play facility. They enjoy being active, as they run freely around the childminders garden. Children develop their creativity, as they paint, cook fairy cakes and cheese scones, make collages and use modelling dough. They develop their senses as they play with wet and dry pasta, sand and water. The childminder actively responds to children's interest in dressing-up and makes a range of clothes and different hats available. She has plans to include real life clothes and shoes within the dressing up box, as they are easy to put on.

Children learn about their own safety, as the childminder reminds them to sit on chairs properly and the reason why. She invites children to bring favourite toys from home, such as soft toys, which help them feel secure and settled. The childminder completes evacuation practices and keeps records of children's responses and any action taken. This promotes children's understanding of what to do what to in the event of a fire. Children are provided with healthy and nutritious meals, that include homemade dishes and lots of fresh fruit at snack times. The childminder sits and eats with the children and sometimes provides opportunities for them to make their own meals, for example, as they make faces on pizzas. She takes children to the market, where they are encouraged to select and try unfamiliar items, such as, dragon fruit. Consequently, children's health is fully promoted. Children are protected from the risk of cross infection, as the childminder ensures they wash their hands at appropriate times.

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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