

Inspection report for early years provision

Unique reference number	EY440850
Inspection date	28/06/2012
Inspector	Linda Close
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 2012. She lives with her husband and two children, who are both in the early years age group. The childminder lives in a house in the village of Byfleet in Surrey and childcare is provided on the ground floor of the house. Areas used include the open plan hall, the dining area and a dedicated playroom. The front lounge is used for sleeping purposes only. Toilet and hand washing facilities are available on the ground floor. There is an enclosed garden for outdoor play and this is accessed directly from the dining room and from the playroom. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time; of these, one may be in the early years age group. The childminder currently has three children on roll who are twenty three months, 5 years and 6 years of age and all attend part time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder warmly welcomes children into her home and she successfully helps them to feel safe and secure. Children make good progress in their learning because the childminder supports them effectively and meets their individual needs. The childminder works closely with parents and keeps them well informed about their child's achievements. Partnership working with children's other providers is not as well developed, but nevertheless, the childminder evaluates her work effectively overall. She shows that she has the capacity to sustain the ongoing improvement of her provision in the way that she identifies useful training courses to help her to keep up to date with current developments in childcare.

What steps need to be taken to improve provision further?

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

- further develop partnerships with other providers to enable activities to be offered that complement children's learning in other settings
- provide an environment that is rich in words, signs, symbols and numbers that take into account children's interests and understanding.

The effectiveness of leadership and management of the early years provision

The childminder is confident in her knowledge and understanding of safeguarding issues. She shares her responsibilities with parents and she makes it clear to them that she will only share information with relevant outside agencies if she has

concerns about children's welfare. She assesses potential risks in her home, her garden and before taking children on outings and she takes effective steps to keep children safe. Her work includes regular emergency evacuation practice, the use of safety gates and daily checks in the garden.

The childminder evaluates her work and strives to provide good quality care for children. She keeps her documents and records up to date and in good order. She gives careful consideration to the food, activities and outings that she provides and she adjusts them to meet children's individual needs. In most respects, the childminder has formed an accurate picture of her work, although she has not identified her lack of effective links with children's other providers. She expresses her willingness to work with specialist advisors in the future if required, although she has not been called upon to do this as yet.

The childminder is eager to provide a good standard of care for children. She is keen to develop her knowledge of childcare and to find new ways of supporting children in their learning. She is shortly to attend a training course to learn about imminent changes in the Early Years Foundation Stage framework. She shows in her future planning that she has the capacity to secure ongoing improvement.

The childminder has a wide range of good quality toys, books and resources which are suitable for children of different ages. She stores them where children can see them and access them easily. The children help themselves to their favourite toys, which shows how confident they feel and also demonstrates their growing independence. The childminder's garden is well stocked with outdoor play equipment and the children have great fun exploring play materials, which include sand, water and bubbles. The childminder makes good use of local parks and playgroups to help children develop their social skills and gain an understanding of diverse people and places.

The childminder provides parents with clear, well presented information about her background, her training and her provision for children. She provides a specimen menu which shows the type of meals she prepares and she compiles a food diary for parents so that they know how well their children have eaten each day. The childminder's system of helping children to settle and gain a feeling of security in her care is gradual and very successful. Parents are very pleased that their children are happy and secure with the childminder.

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

Children show in their relaxed body language that they feel safe in the childminder's care. They overcome their initial shyness with visitors in a very short time and are soon happy, smiling and engrossed in their play. The childminder praises children to help them to gain confidence, and they respond with happy smiles. They show a growing sense of ownership in the way they explore and play with toys and play materials, according to their own ideas. Children also learn to help to put toys away, which is good training for the future.

Children benefit from the sensory play opportunities that the childminder provides. They take off their shoes and socks and feel the grass, the soft foam matting and the gritty sand beneath their feet in the childminder's garden. They chase bubbles and pop them with shrieks of laughter and they gaze thoughtfully at brightly coloured balloons floating in the air. These experiences successfully encourage the children to verbalise their thoughts and feelings. They make a growing range of verbal sounds and some clear words are emerging including 'blow it up' and 'more, more'. The childminder has noticed that younger children use many single words and she is extending their vocabulary and helping them to string more than one word together.

The childminder assesses children's progress and she gauges their learning and physical needs very well. She brings them indoors for snack time and quieter activities when they show signs of tiredness after energetic play outside. She involves them in discussions over puzzles and story books and she helps them to learn colour words and the names of animals and numbers as they play. Children have easy access to battery operated toys, which they use to explore what happens when buttons are pressed. The room used for play is very well resourced with toys and play materials but there are few displayed words, signs or numbers to attract children's interest. Nevertheless, the activities that the children are involved in help them to develop the skills that they need for future learning.

The childminder helps children to learn about birds, insects and plants through their digging and gardening activities. They gaze at a nest in a tree and the childminder helps them to recall the baby robins that they have seen and the empty shells that they found in the garden. Children's local walks and outings help them to gain an understanding of the wider world. Their pictures and art work show that they have good opportunities to handle and explore the properties of a range of art materials.

Children are learning how to lead a healthy lifestyle from an early age. They happily go to the cloakroom to wash their hands before eating their snacks. Their snacks include healthy items, such as fresh fruit, rice cakes and breadsticks, and they eat with enjoyment. The childminder helps children to extend the range of healthy foods that they enjoy by gradually introducing new tastes, including peaches, pineapples and sweet corn. She involves them in cooking activities and planting vegetables to foster their interest in food and to help them to learn where food comes from.

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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