

Inspection report for early years provision

Unique reference number	EY441323
Inspection date	07/03/2012
Inspector	Teresa Elkington

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 in Burgh Heath, Surrey with her partner and two children, aged four and two years. The family has two pet dogs. Childminding generally takes place on the ground floor with first floor bedrooms used for children to sleep. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time of whom no more than one may be in the early years age group. Currently the childminder is caring for one child in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected and valued by a committed and enthusiastic childminder. She is fully dedicated in supporting children's care and overall developmental needs. Systems to promote children's safety and well-being are well implemented. Partnerships with parents are well established. She has systems to develop relationships with other providers, in the event of children attending other early years settings. The childminder has an accurate understanding of her service and demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- create an environment rich in print where children can learn about words, for example, using names and labels.

The effectiveness of leadership and management of the early years provision

The childminder has a competent understanding of her role in safeguarding and has effective policies and procedures in place to support of this area of her work. The childminder takes positive steps to eliminate risks through good quality risk assessments and helps children understand about their own safety, for example developing their understanding of emergency evacuation. The daily operation of the service is effectively managed through the comprehensive range of policies and procedures that the childminder has adopted. All required documentation is in place. Effective systems are in place for the safe management of children's records to maintain confidentiality.

The childminder's home is warm and stimulating. Space is effectively organised to allow children to move freely and explore their learning environment. Children have access to a wide and stimulating range of good quality age-appropriate toys and activities, which actively supports children's own interests. Daily routines are flexible and are focused around the individual needs of the children, with time for rest and quiet play as well as fresh air and exercise. The childminder provides an inclusive and welcoming environment for all children and their families. She has an astute awareness of children's individual needs. She works tirelessly to plan appropriate activities and play experiences, which provide challenge and develop each child's individual growing needs. The childminder encourages children's appreciation of diversity and helps them to develop a positive view of their own traditions and their wider world, through a range of resources, activities and ongoing discussions.

The childminder demonstrates a strong commitment to enhancing her professional development and that of her provision. She makes good use of self-evaluation, enabling her to identify her strengths and areas in the provision that would benefit from further development. For example, the need to extend the provision of boy orientated resources. She actively seeks the views of parents through the use of questionnaires, which allows her to gauge customer satisfaction and provides a basis for future improvements. Parents comment very positively, highlighting the professional and calm caring attitude of the childminder. Partnerships with parents are well fostered. Clear communication systems enable parents to be fully informed as to their children's welfare and their ongoing development. For example, through the use of daily summative reports, notice board, verbal feedback and learning profiles. 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 quality and standards of the early years provision and outcomes for children

The childminder demonstrates a natural and caring nature with the children she cares for and, as a result close, secure relationships have developed. The childminder is fully aware of children's interests and next steps in their learning. The childminder expertly guides and challenges children in their play, which enables children be responsive and active learners. She provides a well-balanced variety of activities that children take part in with enjoyment and interest. Children's progress is fully supported by the childminder. She has good knowledge of the Early Years Foundation Stage learning and development requirements. She initially assesses children's starting points in conjunction with parents to enable her to provide immediate and individualised plans for their learning and development. Observations, assessment and planning systems have been implemented well, even though the childminder has only been caring for children for a very short amount of time. She has already been making clear written observations, which she clearly links into the six areas of learning. She then uses this information to plan for children's individual next steps in their learning and development.

Children's behaviour is supported well, as the childminder adopts a calm, caring and consistent approach, to help children develop an understanding of acceptable behaviour from an early age. Children receive constant praise and encouragement, which promotes their self-esteem. Children's sense of belonging is fully embraced as they see their own works of art depicted within the themed displays within the home, showing that their contributions are valued. Children enjoy a daily programme of outside activities; they participate in daily walks within the local community, accessing wide open spaces, play times in the well resourced garden and visits to local parks. They have many opportunities to socialise with wider groups of children as they attend a range of child-based activities away from home.

The ethos provided by the childminder enables positive outcomes for all children and ensures that they are well supported in their early development in acquiring skills for the future. They are able to select resources freely and enjoy using the interactive toys, such as the programmable bugs, where children actively explore which buttons to press, to enable the bug to move around. These activities lay good foundations for the development of skills for the future. Children spend sustained periods of time at their chosen activities. They show delight as they touch, explore and play with malleable resources. For example, they show concentration as they use spoons to fill bowls with the water beads, which they carefully take to the play kitchen to cook and then sit with teddy and feed him. They enjoy many opportunities to develop their skills in relation to problem solving and exploration. For example, they enjoy counting and learning to recognise the colours during their chosen play routines. Children have good opportunities to look at books, both alone and with the childminder. However, the use of print within the environment is not fully embraced to enable children to link pictures to words. Children's construction and design skills are enhanced as they piece together small connecting bricks.

Children develop a high understanding of the importance of healthy living and good hygiene practices. Healthy meals are served by the childminder, which are prepared with the use of fresh wholesome ingredients, which take into account children's dietary requirements. Good personal hygiene practices are established through gentle reminders from the childminder, highlighting the importance of good hand washing and as they use their own towels for hand drying. Children demonstrate that they feel safe as they are at ease in the childminder's care and readily approach her for support and reassurance. Children are well supported as they develop an understating of the importance of taking responsibility for their own safety, through discussion about stranger danger and learning the rules of the road when out and about.

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

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