

Inspection report for early years provision

Unique reference number	EY442320
Inspection date	16/07/2012
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 2012. She lives in Mytchett, Camberley in Surrey in a house with her husband and their toddler child and school aged child. Minded children have access to all rooms on the ground floor and a bedroom for sleeping upstairs. The older child's bedroom and master bedroom are inaccessible. There is an enclosed garden available for outside play.

The childminder is registered to provide care for a maximum of four children aged under eight years at any one time, of whom no more than two may be in the early years age range. She currently minds two children in the early years age range who attend full-time and part-time. The childminder is registered 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 where they are all included. The childminder gets to know children well, enabling her to effectively meet their overall needs. The children make good progress in their learning and development. The childminder takes positive steps to keep them safe and secure. Although the childminder has not sought written contributions to children's learning records, overall she has an effective understanding of the strengths in her provision and of areas for future improvement. She demonstrates good capacity to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- 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

The childminder has a good knowledge of child protection procedures and knows where to make referrals. She has obtained written parental permission to take children on outings and to obtain emergency medical advice or treatment for the children. This helps to ensure that children are treated without delay in an emergency. The childminder keeps an ongoing record of risk assessments for her home and for all outings, so that she promptly identifies and reduces all hazards. An emergency evacuation plan is in place and fire exits have been identified in the

home. The childminder carries out fire drills and records these. As a result, children will know what to do in an emergency.

The childminder has recently started to childmind and is committed and passionate about her role. She demonstrates a professional approach to her work with children and their families. She is reflective of her practice and displays a commitment to providing quality childcare. The childminder is dedicated to continually improving and enhancing her expertise and knowledge. She is looking forward to attending ongoing training and keeping up to date with information from publications and links with other professionals that share the same ethos that she reflects in her setting. This shows good levels of commitment to her continual development.

The childminder implements supportive systems for assessing children's progress, so that activities are evaluated and next steps are identified. Parents currently do not contribute to their children's learning journeys. The childminder provides a good range of toys and equipment that supports children's play and learning. She prompts regular changes in activities. She involves children in choosing what to get out next or to choose. Toys and resources are stored in labelled resource boxes at a low level, so that children can access them independently. As a result, children develop confidence in making decisions. The childminder cares for a child who attends another early years setting. She shares information and works in partnership with the provision, to ensure consistency for the child.

The childminder offers an inclusive environment where resources reflect other cultures, festivals and non-stereotypical roles to promote children's understanding of the wider world. Pictorial evidence shows children have made Easter trees and Jubilee bunting and flags for the Queen's Diamond Jubilee. The childminder has thought of more ideas in the future to incorporate other beliefs and cultures into her setting. She has positive partnerships with parents and provides clear information through her written policies and procedures. She involves parents in finding out about their children when they start at the setting. The childminder communicates verbally with parents every day, to inform them of what their child has been doing and how they have been. Verbal and written feedback through daily diaries, questionnaires and references from parents reflects how supportive they feel the childminder is and how their children enjoy their time with her.

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

The childminder uses age-appropriate discussion and explanations to support children to learn about phonic sounds. Children learn about the letter of the week, such as 'a'; this is supported by the childminder reading a book about the letter. Children identify corresponding pictures of the phonetic sound. Children enjoy looking at books and point out known animals, making their sounds. The childminder counts with the children, for example, making them think about number sequencing when counting 'how many' in a favourite book. Children are learning good manners, as the childminder offers occasional gentle reminders.

They are continuously praised for their involvement and achievement, such as when helping to tidy away toys on the floor, which has a positive impact on their behaviour and willingness to participate.

Children are very happy and industrious. They decorate fairy cakes, move on sit and ride toys, make caterpillars out of egg boxes and collage pictures of butterflies. They feel the texture of playdough through their hands and make models out of it. Children make music on a large keyboard and play in sand and water outside. They participate in imaginary play with small world figures and create their own 'masterpieces' out of clay. They enjoy walking with an electronic walker, showing delight in hearing sounds whilst pressing buttons on it.

The childminder provides an inclusive provision where all children have their individual needs met. The learning environment is well presented to ensure that children are able to make choices from the range of resources available to them. Planning is flexible and observations of children's progress are recorded and next steps are identified. These provide a record of children's progress and the next step to work towards. However, parents are not currently asked to contribute to these. Children behave well in response to the childminder's extremely calm management skills and she demonstrates and promotes clear and consistent boundaries. She helps children to learn about taking turns, and very effectively helps them to understand when it is their turn; this instils a sense of fairness.

Children enjoy taking part in physical play. The well resourced garden is used as an extension to indoors and children can take any resources outside if they wish to, such as role-play equipment. They have frequent drinks and enjoy nutritious, healthy snacks. Mealtimes are enjoyed together, making them a sociable occasion. Children plant sunflowers and learn to care for them. They are taken to a local garden centre to see parrots, lizards, rabbits, snakes and chickens. This helps them to learn about nature. They follow thorough routines that promote their understanding of good hygiene, such as washing their hands. Children are learning how to stay safe, as they learn to sit properly on chairs at a low level table.

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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