

Inspection report for early years provision

Unique reference number	EY420102
Inspection date	23/07/2012
Inspector	Carol Willett
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 2010. She lives with her partner in Addlestone, Surrey, close to local amenities and the train station. Children use the lounge, kitchen/diner, and toilet facilities on the ground floor. Children only go upstairs to sleep. There are schools, pre-schools, and toddler groups locally. 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 six children under eight years at any one time, three of whom may be in the early years age range. Currently there are three children on roll in the early year age group. The childminder has a level 2 childcare qualification and is working towards gaining a level 3 diploma.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises her home well; she effectively plans and provides a wide range of toys, activities and experiences so children make good progress in the majority of areas of development. The childminder quickly develops positive partnerships with parents, sharing children's progress and care needs fully so they jointly contribute to planning for children's development. Partnerships with other settings children attend are still developing. The childminder has good systems and practices in place to promote children's health, safety and well-being. She has a good capacity to sustain continuous improvement as she has begun to evaluate her practice and is completing relevant qualification training.

What steps need to be taken to improve provision further?

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

- develop further children's phonological awareness through improving knowledge of how to approach the teaching of phonics as part of a broad and rich language experience by referring to the criteria which define a high quality phonic programme
- develop further the partnerships with other settings children attend in order to complement the education and care provided.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibilities for keeping children safe and protecting them from harm. She has a good understanding of child protection issues and knows what to do if she has concerns about a child. She completes thorough risk assessments and has good recording systems to help her identify

potential risks. She takes effective steps to minimise hazards so children can move around freely and safely as they play and explore. The childminder helps children to understand risks as they confidently talk about how to use toys safely. They know why they wash their hands and use sun cream and hats. The childminder effectively considers emergency procedures, regularly completing fire drill practice so she is well prepared and can keep children safe. The childminder has a comprehensive range of clearly written policies. She efficiently maintains all the required documentation and parental consents so she is fully aware of children's needs and parents' wishes.

The childminder quickly gets to know children well and plans for their individual needs. She welcomes all children into her home providing an inclusive environment. She learns important words in home languages and provides good opportunities for children to learn about diversity. Children are content and play well as the childminder meets their physical and emotional needs in a supportive welcoming environment. The childminder organises her home well so children can easily access a good range of quality toys and equipment covering all areas of development. Many are freely accessible in boxes in low shelving with labels and picture so even very young children can identify what they are. The childminder reflects well on her practice, identifying the need to produce a book of her toys, so children can choose from other toys that are not out. She uses the toys fully to support children's development.

The childminder is friendly, kind and caring and develops positive relationships with parents. This quickly developing trust significantly helps children to settle. They effectively share information to provide continuity in children's care and learning. Parents feedback shows they are very happy and feel well informed about their children's care and learning. They have access to the childminder's comprehensive range of written policies and documentation. The childminder is aware of the importance of working with other settings children attend. She has not fully developed effective systems for sharing children's progress in their development in order to maximise learning opportunities.

The childminder has made a good start to childminding. She has efficiently evaluated her practice against the early years framework in order to meet the requirements well overall. The childminder reviews her practice using the Ofsted on-line self-evaluation form to identify her strengths and areas for improvement. She is keen to improve her knowledge and outcomes for children and is in the process of completing a relevant childcare diploma. This helps ensure her continual professional development and enables her to provide good quality childcare.

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

The childminder has good interactive skills. Her fun, lively manner positively encourages children's enjoyment and attitudes to learning. She effectively uses children's interests and spontaneous daily opportunities to promote all areas of learning. Children are well motivated as the childminder encourages them to think

for themselves developing good skills for future learning. Children enjoy garden play and exercise. They receive lots of encouragement to solve problems and become independent thinkers and confidently make choices and initiate role-play. For example, they make garden chairs into a car, using a skipping rope for seat belts as they have a good awareness of safe behaviour. They know why they have to wash their hands, wear sunhats and use sun cream. Children learn about the importance of healthy eating and exercise during daily routines and choices offered. They excitedly have races in the garden around an obstacle course. They play with bats and ball showing good coordination. Children learn about healthy foods as they decide which fruit they want for snacks. They choose toppings for their pizza for lunch and successfully help cut up the peppers and mushrooms and put on the cheese. Children's hand-eye coordination increases as they practice using knives safely. The childminder provides children with very good opportunities to be independent and manage tasks for themselves. This significantly boosts their confidence and self-esteem.

Children show they feel safe and gain a strong sense of belonging benefiting significantly from the childminder's affectionate support. They are lively and confident as they play and explore. They confidently chatter to the childminder and show great interest in communicating with visitors to the setting. The childminder's enthusiastic care means children thoroughly enjoy being with her and there is lots of giggling and laughter. Children are polite and behave well, they show good manners as they say please and thank you as the childminder is a good role model. Older children show care and concern for the younger children giving them hugs when they get upset. All children are welcomed and included. They learn about different people and cultures through the range of resources, planned creative activities and outings in the local community.

Children explore different textures and materials as they paint, use dough and make collage pictures. The childminder effectively involves children in thinking for themselves. They use their imagination well as they develop role-play scenarios about dragons. They spontaneously use props and show their developing knowledge. For example, they initiate play whereby the play tunnel becomes a chrysalis as they turn from caterpillars to butterflies. The childminder effectively encourages children's communication skills as they play. She introduces numbers and counting as children play and enjoy number songs. They count how many pieces the pizza is cut into and talk about halves and quarters. The childminder introduces young children to sounds and letters when playing with the alphabet frame, during games and when reading stories. However, she does not appear fully confident when teaching letter sounds. Overall, children make good progress because the childminder gets to know them well and fully supports their learning. She regularly observes what children can do and uses this information and knowledge of their interests to plan for their individual development. Planned parental feedback meetings enable parents to be fully involved in this process. The childminder shares information daily about children's achievements through individual diaries and discussion. She includes written observations and photographs in a colourful learning journal. This shows the progress children make and the wide range of activities they enjoy.

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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