

## Inspection report for early years provision

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<b>Unique reference number</b>	EY442254
<b>Inspection date</b>	13/08/2012
<b>Inspector</b>	Alison Large
<b>Type of setting</b>	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 aged five and three years in a house in the Camberley area of Surrey. All areas of the property, but mainly the ground floor, are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to provide care for four children under eight years. Two of these may be in the early years age group. She is currently caring for one child in the early years age group. The family have no pets. The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are welcomed into a warm and friendly environment where they are all included and valued. The childminder is caring and works closely with the children and their families, overall. This enables her to meet each child's individual needs and enable them to make good progress in their learning. Children develop confidence and enjoy their time with the childminder, who enables them to take part in a wide range of activities and play experiences both inside and outside the home. The childminder demonstrates a positive attitude to developing her practice and has started to identify areas to further enhance outcomes for children. She shows a positive commitment to drive continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- enhance practice by working closely with parents to develop the two-way flow of information relating to each child's experiences and progress, to enable parents to be fully involved in their children's learning and development

## **The effectiveness of leadership and management of the early years provision**

The children are secure and happy in the childminder's care because she has a professional approach to her childminding. The good organisation of the childminder ensures that children are well safeguarded. She has a good awareness of child protection issues and has a clear safeguarding children policy which

informs parents of her responsibility to act on any concerns she may have about the children in her care. All adults living in the home are suitably vetted and the children are always supervised well by the childminder. Equality and diversity are promoted well. The childminder demonstrates a good understanding of inclusive practice and encourages children to be involved in all aspects of their play and learning. She ensures children's safety is fully promoted both in the home and when out on walks or trips. Risk assessments are conducted within the home and for outings to ensure hazards are minimised.

Children develop independence as they select their activities from a good range of resources. Although there are no children attending with special educational needs or that use English as an additional language, the childminder is happy to discuss any concerns about development and work closely with parents to ensure the child's needs are met. The childminder has an excellent relationship with the parents, they are kept fully informed of their children's routines and activities by the use of a daily diary, which parents are encouraged to write in as well. She has started to complete a Learning Journal for each child in the early years age group, which include photographs and some examples of their work. In the short time since registration. However, parents have yet to contribute to this record to enable full participation in their children's learning. The childminder has been active in improving her practice; she has increased her knowledge of the Early Years Foundation Stage and is attending training courses to keep her skills updated. The childminder welcomes all children into the setting and ensures their health, safety and wellbeing is a high priority. Although none of the children she cares for attend other settings at present, the childminder is fully aware of her responsibility to link up and share information about the child's learning with other early years providers.

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

Children thoroughly enjoy their time at the childminder's and make steady progress in their learning and development. She gets to know each child well and meets their individual care routines as preferred by the parents. She finds out about the children's interests and learning styles and provides a good range of activities which ensures that they make good progress in all areas of learning and development. The childminder makes good use of the local area and the children regularly enjoy trips to the park, toddler group and to a childminder group. Here, they have additional opportunities to interact and socialise with other children and adults. Children particularly enjoy playing outdoors and the childminder makes good use of the garden. Children have access to wheeled toys, swings, slide and a trampoline, and are able to jump, run, climb and enjoy fresh air and exercise. Observations of children's progress are recorded within their special books and the childminder has a good knowledge of each child's learning needs. The assessment records include photographs of the various activities children have taken part in and these are shared with parents regularly.

The childminder enjoys supporting children's learning and takes an interest in what

they say and do. A good range of toys and resources, which the childminder rotates regularly to keep the children interest, are provided for the children to choose independently. Children very much enjoy their time with the childminder. Older children talk confidently about their experiences. They play well with the younger children, helping them to find resources and involving them in their games. Children have opportunities to count frequently and enjoy looking at books. Children feel very safe and secure with the childminder, due to the good attention given to them and their needs being well catered for. The childminder gets down on floor level to play with young children and she interacts with them well. Children's language is developing as they are encouraged to speak, and the childminder uses questions and discussion with the children to challenge their thinking. The childminder also uses signing for the younger children who cannot talk, which enables them to convey their wishes without becoming frustrated.

Children behave well, the childminder treats children with respect and uses lots of praise and encouragement to promote their self esteem. The children learn about keeping healthy as they have many opportunities to be outdoors and have physical play. The childminder promotes healthy eating and provides a range of healthy and nutritious meals and snacks for the children. She encourages the children to follow good hygiene routines including washing their hands before eating and after using the toilet. Parents are kept fully informed of their child's routine and their learning and development through daily discussion. The childminder informally plans her day, adapting activities to meet each child's needs, whilst taking into account their age or stage of development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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