

Inspection report for early years provision

Unique reference number	EY440197
Inspection date	15/05/2012
Inspector	Judith Reed
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2011. She lives with her husband and children aged three years and 11 months in Farnham, Surrey. The ground and first floor of the childminder's home is registered for childminding and there is a fully enclosed rear garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than one of which may be in the early years age range. There was one child in the early years age range on roll at the time of the inspection. She also offers care to children aged over five to 11 years. The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends a toddler group regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well occupied in the childminder's care. They make good progress in their learning and development. All necessary documentation is in place to ensure children's health and safety, however some further improvements are needed. The childminder is a reflective practitioner who strives to be as good as she can be. She carries out self-evaluation on her childminding provision and plans ongoing improvements to ensure her continuous development.

What steps need to be taken to improve provision further?

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

- extend the observation, assessment and planning systems to securely identify children's next steps and inform future planning across the six areas of learning, indoors and outside
- make sure the risk assessment covers everything with which a child may come into contact, with particular regard to the stack of bricks in the garden.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder is familiar with the procedures to follow if she has any concerns. She has completed recent training in this area. A number of comprehensive policies are in place and are shared with parents. All adults living in the home have completed the required checks. The childminder

carries out risk assessments around her home and for various different outings. Currently all risks are not included in these risk assessments and children's safety may be compromised. Safety equipment such as stair gates is deployed around the home to help ensure children's well being.

The childminder builds a professional relationship with parents. She asks parents to complete 'All about me' forms when their children commence. This enables her to set starting points for their learning journey. The childminder also invites parents to make comments regarding the care provided. Parents report that they are very happy with the service provided. The childminder is sensitive to the children's individual needs and they are settled in her care. Parents also report that she provides a good standard of care and the children are fond of the childminder. Children are proud of the work they complete and enjoy sharing it with their parents. The childminder liaises with other early years providers to provide continuity of care and ensure children's ongoing development. She respects parent's views regarding exchanging information with the school.

The childminder promotes equality by providing a number of resources which reflect diversity. She makes the children aware of the world around them by displaying images of children from other countries. Children are encouraged to observe and discuss these photographs and therefore learn about the wider world. Several books, games and small world toys also reflect diversity. The childminder works closely with the children in her care and ensures any achievement gap is narrowed by skilfully supporting them. The learning environment and resources are available to all children. The childminder encourages children to play together and use all the toys available. Children benefit from the opportunity to play games which are suitable for their age and stage of development. A wide choice of toys and resources are available in low level storage units. Children make choices about what they wish to play with and freely move around the ground floor of the home.

A careful and honest self-evaluation is completed by the childminder which helps to target ongoing development of the childcare provision. Parents are included in the self-evaluation process. The quality of the self-evaluation gives a good understanding of the strengths and weaknesses of the provision and the childminder plans ongoing training to help improve outcomes for the children in her care.

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

Children's learning and development are effectively supported as the childminder is familiar with their individual needs and preferences. For example, children enjoy playing games and their concentration and observation skills are enhanced through playing a game linked to foods to have for lunch. Children confidently name the foods they observe and the childminder takes every opportunity to talk about healthy eating. Children takes turns and work as a team while playing the game. This therefore enhances their personal, social and emotional development alongside their knowledge and understanding of the world, and communication

language and literacy skills. The learning journey records demonstrate that children particularly enjoy dancing and the childminder uses this physical activity to introduce different music and musical instruments. They also love to draw and colour and the childminder talks to them in a relaxed manner as they do art work together. Records show the childminder plans children's activities and development. Photographs are currently used as the main form of observation alongside very brief notes of activities. Further detail in observations is required to help ensure learning and development is clear and enables appropriate planning of development across all areas of learning.

Children's health and well-being are promoted at all times. All necessary documentation is in place to ensure children's health and safety. The childminder holds an appropriate first aid certificate and a first aid kit is available at all times. The childminder takes effective steps to prevent infection including wearing gloves to change nappies and providing individual hand drying towels for each child. Children are accompanied to use the bathroom which is upstairs and through a bedroom. Children choose their own fruit for snack and ask to have an apple. The childminder helps children learn how fruit grows from the seeds inside. Whilst playing games various foods and children's preferences are discussed. The childminder ensures children are offered a nutritious and healthy variety of meals and drinks. Children are active and know the benefits of physical activity because they go out every day and often walk to and from pre-school. They frequently use a nearby playground for physical play activities.

Children feel safe as the childminder helps them to learn how to keep themselves safe. She discusses fire evacuation and describes where to go in the event of a fire. During small world play the childminder takes the opportunity to talk about crossing roads safely and keeping safe of building sites. She shows how the small world figures wear safety equipment to keep themselves safe. She also asks questions to help children think about safety issues. Children are able to confide in the childminder. Children want to join in and enjoy making choices regarding their learning. They have a positive attitude towards learning and are eager to join in. Children co-operate well and support younger children when playing together. They make friends and respect one another's as they are encouraged to play together. The childminder praises and encourages children throughout the day. Children respond positively to the expectations of the childminder. Children also develop valuable skills for their future lives. They are independent learners and are interested and inquisitive. They communicate very well and work together. Children make their needs known very clearly. They gain knowledge of problem solving, reasoning and numeracy when out and about and counting cars or looking at the numbers of cars of a certain colour.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----