

Inspection report for early years provision

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Inspector	ISP Inspection
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.

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 2002. She lives in Ashted, Surrey with her husband and three children; one is within the early years age range and two are aged over eight. The family have two dogs and a cat. The whole ground floor is used for childminding which includes toilet facilities and a fully enclosed garden. The first floor is used for younger children to sleep and for older children to play.

The premises is situated within walking distance of Ashted High Street, schools, parks and wide open spaces. The childminder has the use of a seven seater vehicle. Registration is for four children aged under eight years; of these two may be within the early years age range, of whom one may be aged under one year at any one time. The childminder is currently caring for two children under eight, of whom one is within the early years age range. The childminder also cares for one child aged over eight.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment. The childminder's knowledge and understanding of children's individual needs is well-developed and equality and diversity is effectively promoted. Activities follow children's developing interests and needs and, as a result, they are making good progress in their learning and development. The childminder's capacity to maintain ongoing improvement is demonstrated by her use of self-evaluation as a tool for identifying and targeting priorities for further development. Relationships with parents are friendly and trusting and showing signs of developing into strong partnerships.

What steps need to be taken to improve provision further?

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

- carry out fire evacuation practice on a more regular basis to ensure that children remain knowledgeable about what to do
- continue to develop the use of observational assessment; involve parents more in this process and in planning for children's next steps in learning.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety is effectively safeguarded by the childminder's secure knowledge and understanding of her regulatory responsibilities, such as for carrying out comprehensive risk assessments and taking action to minimise the

possibility of accidents occurring, following child protection procedures, and protecting children from un-vetted adults. However, fire evacuation practice is not regular enough to secure children's knowledge and understanding of what to do, when and why, in the event of a real situation. All records and documentation required for the safe and efficient management of the setting are in place, well maintained, and, where applicable, shared with parents.

Children's progress and development towards the early learning goals is effectively monitored and supported through the use of observational assessments. The childminder consistently uses these to evaluate the outcomes for children and to identify ways to improve her practice. Equality and diversity is effectively promoted within activity planning and by some positive imagery which the childminder is committed to supplementing further. She has a good range of play and learning resources that meet the needs and interests of all children and stores these accessibly to encourage children to become independent and creative thinkers. Relationships between the childminder and parents are friendly and trusting. They are provided with information that explains the childminder's regulatory and operational practice. The childminder works very closely with parents to support and promote children's welfare needs, but less attention is given to involving parents in the observational assessment of children's learning and development.

The childminder plans to widen her professional knowledge and skills by accessing local training opportunities in the near future and her action plan for improvement includes establishing partnerships with other agencies, such as pre-schools once children begin attending so that children benefit from complimentary activities that support their learning. The capacity for ongoing improvement is good.

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

Children are happy and settled and cared for in a safe and secure environment. They sleep contentedly and comfortably at times consistent with their usual routines and demonstrate a strong sense of belonging as they wander around helping themselves to toys. They wear wrist bands detailing the childminder's telephone number so that a speedy reunion is more likely if they become temporarily misplaced whilst on an outing. They learn important safety rules, such as road and dog safety when they are out and about and are helped to understand the dangers of walking in-front of moving swing apparatus. As children get older they are introduced to kitchen safety, for example when they make pancakes. The foundations for children to adopt healthy and active lifestyle habits are being firmly laid by the childminder's attention to encouraging their interest in nutritious food and for organising a wide range of outdoor activities such as tree climbing, gardening and daily countryside walks with her dogs. The childminder watches children's behavioral interactions closely ensuring appropriate intervention when necessary. However, wherever possible she allows children time to resolve their own conflicts through negotiation. The effectiveness of this is demonstrated when a pre-school child placates a frustrated toddler, who wants what they have, by giving them a similar toy.

Toddlers are developing skills that will assist them in the future. They have already learned to navigate a computer mouse and send robotic toys in a purposeful direction. They patiently work out how to fit a car into the toy garage lift and lower it to the ground by a twist mechanism. Children make marks with chalks on the patio, create their own designs with paint and are offered a range of sensorial activities that promote all areas of learning. For example 'magic sand' is loaded into a special mechanised dumper truck which produces miniature bricks and they discover different textures whilst experimenting with cornflour. The childminder understands what interests children and what features dominate their play. She uses this information to plan activities which combine the two. For example, toddlers who repeatedly empty and fill and shut and open things enjoy water play when it is equipped with teapots and jugs and cups, which further introduces them to weight, volume and capacity. Toddlers are developing a keen interest in books, enjoy singing and action rhymes and acting out parenting roles with dolls and prams. Children benefit greatly from the childminder's ability to seize opportunities to deliver first-hand experiences to children, such as holding a spider gently in their hand making sure that they do not break the attached web and then carefully placing it outside.

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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