

Inspection report for early years provision

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Inspection date	25/11/2009
Inspector	Catherine Hill
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 2009. She lives with her husband and child, aged 17 months, in a residential area of West Byfleet, close to shops, parks, schools and public transport links. The childminder's home is a ground floor flat with wide access. The whole of the childminder's home is used for childminding. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding two children in the early years age group. She also offers care to children aged over five years to 11 years and this provision is registered by Ofsted on 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.

The childminder provides a happy, welcoming, family environment for children's care and learning. She has a positive attitude to inclusion and all children are respected and valued as individuals. Children enjoy themselves at the childminder's where they receive kindness, affection and sensitive support to ensure their individual needs are met. The childminder has only been childminding for a short while but has made a very good start to self-evaluating her practice. She is very enthusiastic and is committed to improving her provision so that it provides high quality care for all children.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the early learning goals of the Early Years Foundation Stage to aid the identification of children's next steps in learning based on observations of their current abilities
- further improve partnerships with parents by working together to formally identify children's developmental starting points

The effectiveness of leadership and management of the early years provision

The childminder's policies and procedures ensure children play safely and happily. She has put in place a range of documentation in support of her practice, including records of risk assessments for both the home and outings. Children are closely supervised and their welfare is safeguarded by the childminder who understands her role and responsibilities with regard to child protection. The childminder organises her resources effectively so children can freely access a good range of age appropriate toys. Picture/word labels on toy boxes ensure all children can understand what is in them and the childminder ensures all toys are clean and

regularly rotated to provide children with variety in their play. The childminder has a sound understanding of individual children's background cultures and needs, gained through discussion with parents. She has established good relationships with parents and shares daily both written and verbal information with them about their children. Children's care needs are shared, for example with regard to their dietary requirements, although the childminder has no formal system to identify children's developmental starting points. Parents are positive in their praise of the childminder and are 'very pleased' with the care provided. The childminder understands the importance of working in partnership with others involved in children's care and education, such as pre-schools when children are old enough to attend. The childminder's capacity to make continuous improvement is good. She has completed a self-evaluation form with an honest reflection on her practice, which is still in its infancy, and has identified further training she would like to attend to develop her own knowledge and skills.

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

The childminder's policies and procedures ensure children are protected from illness and infection. Children play in a clean home environment and develop an understanding of routine hygiene practice as they wash their hands with the childminder after having their nappy changed. They have good appetites and eagerly devour a healthy snack of banana, grape and breadstick. They drink freely when thirsty and have daily opportunities for fresh air and exercise to develop and maintain healthy bodies. They have excellent relationships with the childminder and turn to her readily for comfort and support, showing that they feel safe and secure in her care. The childminder is vigilant to children's safety and ensures they are securely harnessed into the high chair at snack time. Children behave very well as they play together and show kindness to each other as one child gives another a gentle hug.

Children are allowed to follow their own interests which reduces the incidents when they may feel frustration. They are happy and babble away to themselves as they play with a variety of toys. The childminder has started to maintain learning journey records for children to track their development, together with photographic evidence of them at play. However, the childminder does not identify children's next steps in learning or link evidence to the different learning areas. This is an area that the childminder has identified for improvement. Children concentrate well as they play with shape sorters. They match the shape to the correct hole on a merry-go-round sorter and then lift the lid so the shape pops out and then repeat their actions, thereby reinforcing their own learning. Children work together to put some shapes in and children clap themselves when they achieve, taking pride in what they have done. The childminder fosters children's interest in literature as she shares a book about diggers with them. Children nestle comfortably next to her as she talks to them about the pictures and she asks children questions to make them think. Children show an understanding of how things work as they press buttons on interactive toys to hear the names of colours and shapes spoken and to make music play. Children learn about the natural and wider world through

outings with the childminder, for example they have looked at autumn leaves when out for a walk.

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

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	3
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	3

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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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