

Inspection report for early years provision

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Inspection date	30/09/2010
Inspector	Louise Bonney
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 husband and child in Pirbright, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. The childminder works every day with a co-childminder. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, no more than two may be in the early years age range. When working with her co-childminder they are able to care for up to 10 children under eight, and no more than 4 in the Early Years Register at any one time. There are five children currently on roll in the early years age range, some attending full time, and three children in the older age range who attend after school. The childminder provides care from Monday to Friday throughout the year.

The childminder takes and collects children from local nurseries and schools. She is a member of the National Childminding Association. The childminder holds a Level 3 equivalent early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a wide range of activities, which together with the childminder's knowledge of their individual development enable them to make good progress. The childminder has quickly established documentation, policies and procedures which safeguard the children well and support their health and safety. She has started to complete a written self-evaluation to more systematically evaluate her provision, but already has clear targets for future improvements. She has started to record observations and plan children's learning and identifies this as an area for further development. She develops close links with parents and agrees her provision fully to ensure their beliefs and customs are fully acknowledged and respected. She establishes satisfactory links with others involved with the children, such as nursery staff, in order to support continuity for the 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 systems to monitor children's progress towards the early learning goals and to flag up any areas that have no information or those causing concern

- register with the relevant Local Authority Environmental Health Department.

The effectiveness of leadership and management of the early years provision

The childminder works very closely with her co-childminder, and together they develop and implement a comprehensive range of policies and procedures. These policies fully support inclusion and the welfare of the children. Parents receive copies and sign their agreement to the policies, and agree the provision through completing contracts and consent forms. All records are well maintained and shared with parents. The childminder seeks information about children's backgrounds, including their languages and religions, and ensures dietary requirements are fully met. She introduces appropriate routines to support food hygiene, but has not yet registered with the local authority environmental health department. The childminder and her co-childminder follow appropriate procedures to ensure children are protected from possible abuse; they record injuries children arrive with and include agencies contact numbers in their policy for quick reference should they or parents have any concerns. The childminder and her co-childminder record their thorough risk assessments of the premises, garden, activities and outings, and take steps to ensure children's health and safety is well supported. This safeguards the children well.

The childminder is ambitious and through her experience in the child care field has quickly established a well organised provision. She provides a wide range of resources with those indoors easily accessible to the children in low storage units, and rotates those available to stimulate their interest further. Children have free access to allocated safe and secure indoor and garden spaces. Outside is set up with various activities including large equipment, and children take full advantage of this with much of their time spent playing and learning outdoors. This supports children's different learning styles well. The childminder knows the children's starting points through seeking information from parents and has introduced a system for recording observations of children's progress. However, these records do not yet clearly link to the early learning goals, making it more difficult to identify any gaps in provision or children's learning. This is an area the childminder has identified as a target for future development, together with the provision of display boards and additional equipment to further build on children's interests. This shows good levels of commitment to continual development.

The childminder establishes good partnerships with parents. She provides parents with detailed information about her provision. She agrees activities and children's care with them so that their beliefs and customs are sensitively reflected. The childminder speaks Afrikaans to children who have this language and learns key words in other languages children speak. This helps children settle more easily and values their home backgrounds. Parents learn about their children's learning and development through various means. They receive a monthly DVD showing the children engaged in activities, newsletters, day sheets and diaries, as well as texts and daily conversations at handover. Their feedback reflects that they are very happy with the childminder's provision, and feel their children make good progress in her care. The childminder has not had much opportunity to develop links with

others involved with the children, such as nurseries, but is aware of the need to share information about children's care and learning to support continuity.

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

The childminder shows good understanding of how children learn and uses themes and her knowledge of their development to plan suitable and stimulating activities. She provides a balance of adult-led and child-initiated activities, so that children learn to participate when expected to while still having good opportunities to initiate their own play and learning. The childminder particularly uses the Early Years Foundation Stage practice guidance cards when planning, which helps to ensure all areas of learning are covered by activities. She and her co-childminder have set up systems to record observations of children's progress. They use these records to plan future activities, which helps provide a challenging and stimulating environment where children make good progress in their learning and development. Systems do not yet monitor children's progress towards the early learning goals clearly enough to show any gaps in provision or their development.

Children show confidence as they play with each other and extend their activities independently. They are enthusiastic and show great curiosity as they play. The childminder provides good opportunities for them to explore their environment and different materials, while teaching them good lessons in health and safety. She shows them how to carefully overturn large logs as they hunt and dig for insects in the garden. Children handle worms and beetles and carry them in buckets to a large tray, where they use magnifying glasses, a reference book and take their photographs with a digital camera to identify and compare them. The childminder uses their interest to extend their skills and knowledge as they model insects using papier-mâché and bread dough, or have their faces painted like an insect. Children learn about sustainable environments and how to be safe near water as they go pond dipping and find frogs and fish, and use recycled materials for the many art and craft activities available. During their self-initiated play they confidently ask for additional resources they want to go in the tray of soapy water, reflecting their ability to control their play environment outside.

Children who have English as an additional language make good progress as they receive close support from the childminder. She interacts and models language clearly and they develop confidence as she listens and responds to what they say. She differentiates activities to provide suitable levels of challenge; as older children do various painting activities babies, who love using the hanging baby bouncer, enjoy having their feet dipped in paint and watch how they mark make as they bounce on paper.

Children extend their own learning and influence how outdoor areas are set up as they play. They ask for fish to put in the outdoor tray containing soapy water, later they use the water and cloths to wash their cars, and problem solve as they decide how to transfer the water and to not get too wet in the process. Children know to wash their hands thoroughly when coming inside for their lunch, and have

individual towels which they put in the laundry bin after use. Children respond well to the consistent management of their behaviour and the praise they receive when they do something well. They take turns and learn to wait patiently as they use an electronic programmable toy to move along a mat, counting together and pressing the arrows for the direction they want it to go in. They run through the rules together with enthusiasm before going outside to play, showing understanding of appropriate behaviour. They are cooperative, such as when one child holds the bag while others put the toys into it as they tidy up.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met