

Inspection report for early years provision

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Inspection date	17/01/2012
Inspector	Lorna Hall
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 registered 2011. The childminder works with another registered childminder, in the childminder's home. The home is situated in West Molesey in Surrey. The ground floor of the property is used for childminding activities with a first floor bedroom used for sleep only. There is an enclosed garden for outdoor play. The family keep fish and budgerigars.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom, no more than one may be in the early years age group. Eleven children are on roll, and of these, eight are in the early years age group. All the children attend part-time. When working with a co-childminder in her home, the childminder can care for a maximum of nine children under eight years, of whom, no more than four may be in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an interesting curriculum and uses her strong knowledge of how children learn to promote their good progress. Partnership with parents and other early years providers is sound; however, systems to share information about children's progress are not fully established. The childminder reflects on her provision and is clear about the areas for improvements. The childminder uses community resources well to promote the children's physical development and to enhance the activities she provides. There is good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve systems to exchange information with parents about their children's progress in each area of learning
- improve links with other providers delivering the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to identify safeguarding concerns and knows when to liaise with appropriate agencies. All the records required for the safe and efficient running of the provision are up to date. The childminder uses comprehensive risk assessments to promote the children's safety in the home and on outings. To ensure appliances conform to safety requirements the childminder seeks advice from professionals.

Partnership with parents is positive; they receive clear information about the business arrangements, activities, policies and procedures. They also receive detailed information about their children's routines during the day. The main playroom is laden with information parents can read about the early years framework. However, there are no arrangements to help parents understand the progress their children make and to enable them to contribute to their learning. The childminder has a suitable understanding about working with other professionals to promote the children's welfare. However, partnership with other early years providers that children also attend is not fully effective in supporting continuity in their learning.

All the children have equal access to a broad range of age appropriate resources. The selection of resources promotes their understanding of diversity and disability. The good range of high-quality resources meets the needs of all the children. These resources are readily available for children to choose independently to support their learning. The childminder is calm, knowledgeable and committed to the care and development of young children. She is clear about the strengths of her setting and any areas for development. She identifies the need to consistently evaluate her service, which demonstrates a good capacity for continuous improvement.

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

Good adult interaction extends the children's learning and they use a range of implements to practise their writing skills. Children engage in activities that provide them with opportunities to learn about colour and number. There are interesting opportunities for children to follow the childminder's lead as part of their learning. For example, the childminder supports children as they attempt to draw lines to create a rainbow and they play imaginatively with the doctor's play set. Children initiate their play and learn at their own pace. Their background is valued as they ask to draw pictures of members of their family. The children enjoy and achieve in their learning because activities are based on their individual interests. As a result, they revisit favourite activities several times during the session.

Children are confident and self-assured. There are beautiful photographs of the children engaged in play, celebrating their uniqueness. This promotes children's sense of belonging. Children behave well and enjoy group activities, such as snack time. They make a positive contribution and entertain themselves while they wait for the next activity. For example, they get a book and investigate toys that are within their reach. The children are polite and say 'please' and 'thank you'. They relate well to adults and the other children, for example, they cuddle each other and work harmoniously together.

Outings to the park enable the children to learn about the world around them. They enjoy nature walks along the river, feed the ducks and collect a variety of things for art activities. These walks enable children to identify features of their environment. They collect acorns and conkers to create collages. Children learn at an early age about recycling and use junk to make models. They play with interactive toys with flashing lights, enabling them to think critically and solve simple problems. They work out how to make the toy work and get excited when they make the lights flash. These activities enable children to develop good skills for the future as they use simple information technology well. Children explore their feelings in a variety of ways and music playing in the background creates a calm environment. They skilfully use musical instruments to beat to the sound of the music and move their head to the rhythm of the music. Children use equipment safely and show good dexterity, for example, as they use the child-sized hammer, nuts and bolt to join objects together.

Written observations on children are up to date and include pictures of the children involved in activities. The childminder also records detailed information in a daily diary about what the children can do. Children enjoy healthy and nutritious meals and the weekly menu is effectively illustrated with pictures of healthy foods. This helps the children to recognise and learn about making healthy choices. The weekly menu is on display and reinforces the children's understanding about healthy eating. Children demonstrate a good understanding of how their body works as they crawl through tunnels. Everyday the children have good opportunities to enjoy the fresh air and participate in physical exercise, such as climbing and sliding down the slide. Children skilfully manoeuvre large toys around the home, showing they know how to keep themselves and others safe. Effective safety devices are fitted in line with requirements to enable children to play safely.

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	3

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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