

Inspection report for early years provision

Unique reference number	EY432818
Inspection date	22/02/2012
Inspector	Christopher MacKinnon
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.

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Description of the childminding

The childminder registered in 2011. She lives with her husband and two children, aged four years and seven months, in Thames Ditton, Surrey. All of the ground floor is used for childminding and children have access to an enclosed back garden for outdoor activities. The childminder has completed level 3 childcare training.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than four children under eight years; of these, not more than one may be in the early years age group. The childminder currently has two children on roll, and both are in the early years age group. The childminder takes children on outings to local parks and play centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes individual children's care and development. A highly stimulating and well resourced play environment is provided. Children have a generally well planned programme of activities. The childminder's use of observation and assessment is well organised, and children make good progress with their learning. The childminder fosters strong partnerships with parents, and self-evaluation is effectively used to promote improvement.

What steps need to be taken to improve provision further?

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

- develop the range of activities provided to encourage children's creative development.

The effectiveness of leadership and management of the early years provision

The childminder has completed childcare training, and has many years experience working as a nanny. She has a good knowledge of how children develop, and is confident in her organisation of play and learning. The childminder is consistent in her organisation of safeguarding. She has detailed and well organised policies, and follows clear procedures to promote children's safety and welfare.

The childminder is committed to improving her provision. Since registration she has completed further training in childminding practice. She has introduced a detailed monitoring system that uses photographs to record children's activities. The childminder demonstrates a consistent approach to self-evaluation and

maintaining improvement. She regularly appraises her practice, and uses a clear development plan to promote her childcare service. The childminder has established good partnerships with other carers. She has close links with a local day nursery, and regularly meets with key workers to share development information on minded children.

The childminder presents children with a fully resourced and highly stimulating play environment; offering a wide range of play and learning experiences. For example, one corner of the lounge is presented as a children's learning area; featuring child sized furniture, and displays for numbers, letters and flags of the world. Here children successfully engage in drawing and mark-making. Children are also able to select and combine resources in a very effective way; within another prepared area, known as the choosing area. This offers children an excellent range of resources, including books, technology toys and a wide range of assembly and small world play. From the lounge, children have free-flow play out onto the childminder's generous deck area and garden; where more resources can be accessed. Overall, the childminder's play environment with its highly successful combination of indoor and outdoor play, strongly benefits the quality of children's learning.

The childminder is fully inclusive in her practice. She shows a good knowledge of individual children's learning and development needs, through the planning of activities that supports their individual interests. She also attends local group play sessions, specifically to promote children's physical development and social confidence. The childminder effectively supports equality and diversity within her setting. She has a range of displays within the play environment that represent different cultures. Children also have access to a good range of diversity-based play resources.

The childminder's work with parents is another strong and highly organised aspect of her practice. She draws on her experience as a nanny, and makes home visits to support individual children's settling and commencement in her care. The childminder has successfully introduced a family support package, to promote engagement with parents. This involves completing daily report sheets for parents, and keeping a two-way communication book, to strengthen links with the family. The childminder takes time to successfully gather information from parents on children's starting points; which informs their development profiles. Frequent questionnaires are also used to seek parents' views, and maintain their involvement in the play programme.

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

The childminder has a good understanding of the learning and development requirements. She plans a wide range of activities for children of different ages, and successfully supports their enjoying and achieving. She works with series of learning themes. For example, her current project is 'ocean', which promotes activities such as drawing and role play about under the sea. The childminder also

uses individual interests to effectively promote play, with a range of transport based play activities. Frequent detailed observations are made of children, which are well combined with photographs, to clearly assess progress; and identify children's next steps in learning. The quality of the childminder's teaching is consistent. She successfully extends children's learning, by using good prompts and questions. This helps children to successfully develop their language and explore resources.

Children's sense of safety and security is consistently supported, through the childminder's close attention and supervision. She uses well organised settling procedures. Her knowledge of individual children's family backgrounds, helps children feel relaxed and confident. The childminder has well organised safety procedures and clear risk assessments. Children's awareness of safety is well promoted at daily school collection times and on outings. The childminder successfully helps children's personal and social development. She has a clear behaviour policy, and helps younger children learn about turn taking during one-to-one activities and shared play. The childminder shows particularly good skill in her use of strategies to help older children. For example, by providing frequent praise to build confidence; and developing children's ability to communicate their feelings.

The childminder shows a good ability to promote children's healthy lifestyles. Children have healthy snacks, and are helped with eating, and keeping clean. The childminder works well to support children's independence and personal care. She provides good support for hand washing, through prompting and using visual reminders in the play environment. The childminder effectively promotes children's physical development. Children enjoy active indoor games, and make good use of the deck and outdoor play area for messy play, climbing and learning to balance. Well planned outings are also made each week, to play centres; which further enhances children's physical confidence.

The successful organisation of activities and a planned play programme, provides children with good skills to support their future learning. Children develop a strong awareness of language and literacy. They have support with vocalising with frequent singing and rhymes, and resources that make sounds. Older children have good support with learning letter shapes and phonics. Children enjoy many activities that promote problem solving and numeracy. For example, they learn to count and know about sizes, and enjoy building roadways and using programmable toys.

Children are also provided with activities that successfully promote their knowledge of the world. They learn about animals through books and stories. They use maps to learn about places that are near and far away. The childminder also effectively uses what children see on outings to generate activities for learning. For example, after watching a road digger during a walk, children then have digging activities in the childminder's garden play area.

Children's creative development is well supported. Children have imaginative role play, and enjoy choosing and adapting resources creatively. For example, they mix sand and water play with real shells, as part of the childminder's ocean theme.

However, the childminder's presentation of creative challenges for children, is underdeveloped. The provision of a wider range of creative play activities, is an area for improvement.

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	1
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	1

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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