

Inspection report for early years provision

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Inspection date	09/09/2010
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.

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Description of the childminding

The childminder was registered in 1993. She lives with her husband and three adult children in Effingham, Surrey. Children have access to all rooms on the ground floor of the childminder's house, with sleeping facilities provided upstairs. There is a fully enclosed garden for outside play. The childminder is registered on the early years Register and the compulsory and voluntary Childcare Registers. She is registered to care for a maximum of six children under eight years at any one time, and is currently minding five children in the early years, all of whom attend on a part-time basis. She is also minding five older children, and three children over the age of eight years. The childminder currently supports children who have English as an additional language. She transports children to and from school. She is a member of the National Childminding Association (NCMA), and the Surrey Childminding Network and has completed the Early Years Professional Status training. The family have two cats and a guinea pig.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision is good, with some outstanding aspects. These are particularly related to the childminder's communication with children and her ability to help them make progress, and the partnership she develops with parents and pre-schools. These are the key strengths of the provision. Having recently completed Early Years Professional Status training, the childminder says 'she now looks at things in a more professional way, and that the research she completed as part of this qualification has given her the inspiration to adapt her approach towards all aspects of her provision'. This positive approach, combined with a comprehensive written self-evaluation, shows the childminder's commitment to driving and securing improvement. Most aspects of children's safety have been met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the premises both indoors and outdoors is safe and secure (Premises, environment & equipment) 09/10/2010

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

- provide equipment and resources that are sufficient, challenging and interesting, that can be used in a variety of ways, to support children's physical skills

- use appropriate resources that enable children to gain an awareness of the cultures and beliefs of others

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded due to the childminder's good knowledge and understanding of child protection procedures. Comprehensive risk assessments, daily checks of the premises, and good supervision of children ensures they remain safe. However, the security of the front door has been overlooked and is a potential hazard. This is a breach of the regulations.

Since the last inspection, the childminder has attended a wealth of training, accessed through the Surrey childminding network and local authority. She says this 'has increased her ability to reflect on her own practice, and make changes to ensure children receive high quality care'. Self-evaluation records have detailed information, which include the childminder's aim 'to deliver a service that encourages and enables children to reach their full potential'. It includes areas for improvement, such as increasing resources that reflect positive images, and activities that promote children's understanding of the wider world. Children's individual needs are extremely well met. This is due to the childminder's excellent observation skills and her in depth knowledge of their individual learning and development. Gaps in children's learning are well known and activities planned accordingly.

The environment is very welcoming, and children's creative work is displayed in the main play area. Consequently, they feel proud of their achievements. Resources are made easily accessible in transparent boxes that enable children to make their own choices. However, there is not always a good variety of outside play equipment made easily accessible to children when they are using the garden, which means physical challenges are limited. Recommendations made at the last inspection have been met. The childminder can clearly identify specific improvements she makes to her practice, for example, the systems used to record the next steps for children's learning. Children are fully included through activities, such as weaving placemats. The childminder uses her knowledge of children's individual abilities to adapt the activities and either make them more challenging or simplified, so all children can take part and be included. Older children include younger children in all their games.

Highly effective partnerships are established with parents and other providers delivering the Early Years Foundation Stage, leads to continuity in children's care and learning. The childminder initiates 'shared care' meetings with the local pre-school, and attends termly meetings to discuss children's progress and development. This enables her to have a good understanding of activities that children experience within other provision. Documentation shows the pre-school value this involvement, which includes positive comments about how they work together when children are unsettled during transitions, and use of 'Surrey learning journeys' to jointly produce an individual planning document for each child.

All children and their families are fully included. The childminder adapts her communication according to the needs of individual children and parents. For example, for parents whose home languages are Urdu and Hindi, she regularly spends extra time talking about children's individual needs and progress. Parents are provided with newsletters, a daily diary, and opportunities to look at their children's learning journeys. Information from parents shows they are happy with the provision. For example, they say 'when my children were with the childminder in the holidays, she went out of her way to take them to the seaside and on Christmas shopping trips on the bus, which made their days very special and exciting', and 'I really enjoyed looking through my child's folder, it gave me great insight into what he gets up to without me, I do agree with your next steps, I think they will help. Thanks for your great photos, they make me feel like I am there'.

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

Children make outstanding progress in their learning and development. This is due to the childminder's excellent observations skills and her ability to communicate and interact in their play in a way that extends all areas of learning. Children are extremely happy and settled in the childminder's home. They form close relationships with each other, and are very familiar with the daily routine. Children are encouraged to make their own decisions and develop self-help skills, for example, as they put on their aprons for lunch, help clear the table, and pour their own drinks. This learning is supported through the childminder's consistently positive interaction and communication.

Children are very happy and motivated within their play, and persist with using favorite resources, for example, a train set, which they use to create tracks with bridges and tunnels. They have opportunities to socialize and broaden their friendships through regular outings and visits to toddler groups. They are extremely well behaved and consider other's needs. This can be seen as they tell the childminder 'they are leaving the train set out for a child who attends during the afternoon'. The childminder has a very good awareness of children's feelings and friendships, particularly in relation to changes, such as when they start school.

Children are very confident communicators and enjoy talking with the childminder and their peers. They have a good range of vocabulary and show interest in taking part in conversations. Children learn the sounds of letters in their name through discussion and using a toy computer. They make marks using big paint brushes and water in the garden, and some older and more able children can write their name with most letters correctly formed. The childminder has an excellent knowledge of children's individual abilities and interests in this area of learning. Children enjoy looking at books with others, for example, as they sit under a blanket in the sitting room. They are careful with using the books, and understand the sequence of turning pages. They enjoy listening to stories read by the childminder.

Children can count confidently and have a good knowledge of number. They

particularly enjoy playing card games with the childminder and other children, which helps them to recognize numbers and put them into numerical order. They are encouraged to count within everyday practical activities, which is extended through the childminder using children's existing knowledge to help them group objects. Children learn about other cultural events through planned activities. For example, they make shopping lists, go on outings to buy the food, and help prepare ingredients for a meal to celebrate Chinese New Year. Younger children are fully included because the childminder discusses and interprets pictures they use to create their own lists. The childminder talks to children about things they notice and say about each other, and when it is appropriate to comment. This ensures they respect other's cultural differences.

Children learn about the features of living things through feeding the childminder's guinea pig, and planting sunflowers and cress in pots which they take home. They laugh with excitement as they talk with the childminder about two spiders fighting in a web in the childminder's garden, and moths they find in the environment.

Children show an interest in how things work, and with the childminder's support can operate them successfully, for example, as they choose to use an electronic listening device with headphones. The childminder encourages children to notice things in the environment, such as trucks that arrive outside her home.

Children show enthusiasm for playing outside. The childminder supports this interest by providing a football and setting up a 'goal' in her garden using two other pieces of equipment. This helps develop their co-ordination, and they enjoy showing the childminder their skills as they 'head the ball'. Children develop their physical skills as they use large equipment during outings. However the range of outdoor play resources are not always sufficiently challenging or varied, which means that some children do not always play in an active way.

Children play imaginatively, for example, as they use a pretend cooker and resources in the childminder's garden. Sometimes they enjoy hiding behind resources, such as wicker furniture, and laugh as they ask the childminder what she can see and hear as they operate remote control 'bugs'. Children like painting and talking with the childminder about their own creations. They use a range of media, such as cornflour and playdough, and are very keen on activities that involve cutting and gluing. Some children really enjoy role play, and create 'schools', where they pretend to be the teacher or headmaster, as they use books to recall elements of stories. Children develop their creativity as they take part in cooking activities, where they make things such as pizza, fairy cakes, and gingerbread. Their creative drawings show they have clear interpretations about their own designs, for example, as they describe what they have drawn such as 'cars' and 'the night sky'.

Children have an excellent awareness of other's behavior. For example, when they sit at the table to eat lunch, one gently reminds the other that they need to wait until they are all ready before starting to eat. They have a good knowledge of their own safety. For example, through the childminder's gentle prompting they say 'they have to hold hands when out, and not to talk to strangers'. Car, house and park rules devised by the children themselves, means they are well known and

adhered to. This means that any risks to children's safety during outings are minimised. Children form close relationships with the childminder and are very relaxed and at ease within her home. They have a very good awareness of what is expected, which can be seen as they make their own decisions and happily co-operate with routine events, such as putting on their uniform ready to go to school. Children talk easily with the childminder during their play, and often laugh as they make and share their own discoveries. They learn about how to keep themselves safe in the event of a fire through termly evacuation practices.

Children follow good hygiene practice as they wash their hands before eating, and know that they need to do this to 'prevent germs'. All food is homecooked and well balanced and nutritious. Consequently, most children eat well. The childminder uses her observations of mealtimes to initiate discussions with parents about cultural eating practices within children's home lives. This enables her to have a good understanding of how mealtime practices vary. The childminder has completed a food hygiene course which has increased her awareness of monitoring temperatures and food preparation. Children's individual dietary needs are accommodated, and the childminder has a good awareness of religious events within children's home lives such as Ramadan. Details of children's allergies are recorded and well known. The childminder has attended epi-pen training so she knows what to do in an emergency. In addition, she uses ingredients provided by parents in the preparation of children's meals.

The childminder provides an excellent balance of adult led and child led activities, and her positive and enthusiastic attitude successfully captures children's interest in planned activities. Photographs show that children have a very good range of experiences. For example, they visit Mercedes Benz world, build snowmen, go to parks, and on picnics with the local childminding network group. The childminder has an excellent knowledge of each child's developmental progress and what she wants them to achieve next. She makes excellent use of 'learning journeys' for each child, which include comprehensive observations, photographs, and clear links to the early learning goals with the Early Years Foundation Stage. Use of a spreadsheet to co-ordinate the next steps for each children's learning, means they are easily accessible for the childminder to use as a trigger for implementation, and subsequent promotion of children's learning and development. This is linked to the six areas of learning, identifies related activities, and is regularly updated as children achieve and make progress.

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	1
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	1
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