

Inspection report for early years provision

Unique reference number	EY361483
Inspection date	17/11/2008
Inspector	Christine Stimson
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in September 2007. She lives with her husband and young daughter in a house close to the centre of Kingston-Upon-Thames. The whole of the house is available for childminding purposes, with the main area for accessible play being on the ground floor; the bathroom facilities are situated on first floor level. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and she is currently caring for four part time children in the early years age range, who are all under three years of age. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is able to walk/drive to take and collect children from local nurseries and schools. She regularly attends carer/parent toddler groups with children and visits local parks, farms and the library where children meet up with others of a similar age.

Overall effectiveness of the early years provision

All children are fully supported by the childminder who recognises the uniqueness of each child and plans creative activities to meet their individual needs. Children are making excellent progress in their learning and development and the childminder's attention to each child's needs ensures their welfare is promoted. The childminder has established a stimulating environment where inclusive practice threads through the everyday routines with an excellent partnership with parents, children learning about their local community through daily outings and a wealth of resources for children to play with that help them explore diversity. The records, policies and procedures that guide the childminder's practice are made available and shared with parents, however, the current complaints record needs minor adjustments. Through self-evaluation the childminder identifies her strengths and weaknesses, striving for continuous improvement by attending training that helps to improve her practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- making sure the complaints record form relates to the Early Years Foundation Stage.

The leadership and management of the early years provision

The childminder maintains her records, policies and procedures in an efficient manner, using them to ensure children are cared for in a safe environment where the needs of all children are met. The childminder continually strives for improvement by embracing training opportunities, attending many courses that improve her practice and help her understand how children learn and develop. The childminder has a sound knowledge of how to safeguard children, having updated her understanding by attending child protection courses. Children access a range of stimulating resources, kept at child height, to enable them to select toys of their choice. The childminder offers children support by sitting with them either at tables or on the floor and really getting involved in their play. She plans activities that challenge and stimulate children's imaginations. For example, children play on the floor with a variety of ethnic dolls, using a proper changing mat, they are given real nappies by the childminder to enhance their play and the children start undressing the dolls to change them, chatting to each other and taking care with their dolls. Children's safety is of paramount importance to the childminder who has devised written risk assessments for her home and for all outings undertaken with children. Examples seen at the inspection show how action is taken immediately to manage or eliminate risks. The childminder monitors her practice through self-assessment, identifying areas she feels need further improvement. Parents are asked their opinion on her care through questionnaires devised by the childminder; these show all parents find the care and education offered by the childminder first rate. The childminder promotes inclusive practice within her setting by ensuring each child's individual needs are met, helping them achieve their goals and moving them to their next step of development by monitoring their progress.

The quality and standards of the early years provision

The childminder is on hand to support children throughout the day, creating a stimulating home environment where children feel secure and comfortable. Children gain confidence whilst in the care of the childminder, who values their art and craft work by putting items they have made in children's individual folders and sharing these with parents. Attractive and age appropriate resources adorn the room where children play, enabling them to self-select toys kept at child height. Once children have selected an item the childminder sits with children on the floor to explore the resource and helps them get the most out of the experience. For example, the children choose a book to read with the childminder; she takes the book and a box and sits between the children to start the story. As the pages are turned and the story progresses the childminder introduces finger puppets from the box and the children enthusiastically use these as props to act out the story as it is read.

The childminder takes children's individual abilities and interests into consideration when organising her days. She finds out children's starting points and builds on this foundation to help children enjoy and achieve. The childminder plans group and individual activities, the latter based on her observations of children's progress

and their next step of development. Links to areas of the Early Years Foundation Stage are indicated in the planning, along with an evaluation of how the activities went. For example, on one day group planning shows children learn the song 'Ten fat sausages frying in a pan' and make firework pictures using black paper, paint and glitter. The children's individual plans show how one child will be encouraged to learn the gestures for 'pop' and 'bang' during the song, whilst another child will be encouraged to spread paint across the page using brushes and spreaders. This shows the childminder provides suitable challenges and support to help children make progress in their learning.

The childminder makes sure children go out and about within their local community. Regular trips to parks, local toddler groups, farms, libraries and soft play centres ensure children meet a variety of people, many of whom come from different cultures. Vibrant play equipment in the garden is used by children to develop their gross motor skills. For example, the children enjoy jumping on a small trampoline, and use sit and ride toys and rockers whilst getting some fresh air. The childminder is skilled at asking questions of children that make them think. For example, one child brings floor cushions into the play room 'How many has she got?' asks the childminder to the other child. 'Two' says the child. 'You are clever' says the childminder.

Parents and carers are encouraged to be involved in their children's learning and development and in this vein the childminder gives parents a monthly newsletter that contains photos of children taking part in activities, dates for diaries, minded children's birthdays, details of the training the childminder has attended that month, recipes relating to meals children have enjoyed in her care and notes encouraging parents to bring in toys, books and CD's to share with other children. The newsletter also asks for any activity ideas parents may want to share for messy play and reminders for them to advise her of any changes at home or in their personal contact details. As part of the childminder's continuous improvement she is currently asking parents to provide her with some of their children's favourite recipes from home, so that she can cook these for all the children.

Children's health, well being and personal care are promoted by the childminder through routines such as washing hands prior to eating, wiping children's hands after nappy changing, with the childminder acting as a good role model to children. Paper towel for hand and face wiping is used to help prevent the spread of cross infection and a sick child policy and posters relating to 'bugs' that cause tummy upsets are part of the childminder's practice. Children enjoy nutritional home cooked food whilst in the care of the childminder and sample menus are shared with parents. The safety of children is very important to the childminder and she makes sure children have age appropriate seats when transporting them in a car to venues and when out walking children are harnessed into buggies. Daily risk assessments are undertaken by the childminder for her home and all outings have written risk assessments for referral.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.