

Inspection report for early years provision

Unique reference number	EY381292
Inspection date	09/01/2009
Inspector	Sandra Patricia Jeffrey
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 has been registered since 2008. She lives with her husband and one year old child in a residential area of Chipstead, near Coulsdon, Surrey. Childminding takes place in all areas of the home. Children have access to a lounge, hallway, dining area, cloakroom and conservatory on the ground floor. A first floor bedroom is used for sleeping. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years old and there is currently one child in the early years age range on roll.

The childminder holds a relevant Early Years qualification and is willing to collect children from local pre-schools and schools. The family have no pets.

Overall effectiveness of the early years provision

The childminder promotes all aspects of children's welfare and learning well. Children are safe and secure at all times and make good progress whilst in her care. All children are included, their backgrounds valued and their care and development supported very well by the childminder who has a developed good knowledge of the children's individual needs. There is a close working partnership with parents which contributes to ensuring that the needs of the children are effectively met and the parents are kept well informed about their children's learning. The childminder strives to improve her provision and has included the views of parents in the evaluation of her service.

What steps need to be taken to improve provision further?

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

- continue to develop the system for linking observations and planning to the early learning goals
- continue to develop the planning and assessment systems to further encourage children's all round development and learning
- improve fire safety precautions by practising regular evacuation drills and record details of any problems encountered and how they were resolved in a fire log book

The leadership and management of the early years provision

The childminder effectively organises her day and her home to ensure that she meets the needs of the children she cares for. This results in the children being very settled and confident, in the welcoming and stimulating environment in which

they play.

Children's sense of security in the childminder's care is fostered further by the building of very good partnerships with parents. Parents are helped to settle children at their own pace over several days, by the childminder who is flexible and sensitive to the different needs of the children and their parents. Parents are encouraged to spend a few days with their children before leaving them for the first time with the childminder, giving confidence to both the children and their parents alike. Parents are given copies of the childminder's well written policies and procedures, which ensure they are aware of the way in which the service operates. The childminder obtains the appropriate written consents from parents for different aspects of children's care to ensure their wishes are respected. Parents are encouraged to support their children's learning and achievements through daily conversations with the childminder and by looking at pictures and artwork displayed in the setting. The information about the children's learning is also available in the individual children's records that the childminder is currently developing.

Children benefit from the childminder's good understanding of how to safeguard children. She is well informed about the signs of abuse and how to proceed to protect children. The childminder ensures risk assessments are completed and that any adults having access to children are suitable to do so. Children are kept safe because the childminder ensures they are closely supervised at all times whilst playing in a safe and secure environment. Fire safety precautions are generally suitable, although fire drills have not yet been practised with the children, which could compromise their safety during an emergency.

The childminder has attended the required childminding course and maintains a first aid qualification. This, coupled with the childminder's commitment to attending further training in order to keep herself up-to-date with changes and advancements in Early Years, ensures practices are current and that the welfare and learning and development requirements are met.

Although the childminder has been registered for a relatively short period of time, she is clear about her strengths and where she wants to develop more understanding. She has a very positive attitude to continually improving the service offered. Children benefit from the childminder's clear understanding of how to promote their learning and enjoyment, and how to help children feel secure and confident in her care. The childminder is currently developing written plans and more comprehensive assessments of children's learning with examples of children's art work and photographs. The childminder maintains a clear and focussed approach to meeting the individual needs of the children she cares for and endeavours to offer an inclusive service where every child matters.

The quality and standards of the early years provision

The childminder is very warm and caring towards the children and is totally responsive to their needs, giving them lots of cuddles and affection spontaneously. She consistently encourages and praises the children, using repetition to

encourage their understanding and language development, as they play with the musical instruments, for example.

Children's independence and ability to make choices for themselves, even at a young age, is fostered well by the wide choice of resources that are readily accessible. They enjoy playing with a very good selection of bright, age appropriate and very well maintained toys that support their all round development. The childminder adapts how she offers these learning experiences to the children, to ensure that they are challenged by what is provided and get the most from each activity. For example, rhymes and songs are played in dual languages to optimise the children's enjoyment, which ensures that learning is fun and that children are building a foundation for future learning.

Young children's physical skills are encouraged well, as they have good space to play within and are able to move around freely. The children play well alongside each other and communicate using gestures and are given praise and cuddles to reassure them and make them feel secure.

The childminder spends most of her time at the children's level, interacting and playing with them, giving them all her attention when they are in her care. Children learn good social skills because the childminder is a good role model and reinforces this by offering lots of praise and encouragement for good behaviour.

Children enjoy frequent visits to local parks and community groups, such as the baby gym, where they are able to mix with a variety of different people, which contributes to them learning about others and themselves, thus enhancing their understanding of diversity.

The childminder has begun to record children's experiences and achievements, and whilst these are used to keep parents informed and to assist in the planning of further activities, they are not yet fully effective. The planning and assessment systems are also not yet fully effective in clearly identify learning intentions, or therefore in fully supporting children's individual learning.

Children play in a very clean and well organised home, where effective measures are in place to promote their health. Clear procedures are in place to promote the well being of unwell children, for dealing with accidents and for the administration of medication. Written policies are shared and agreed with parents. The childminder encourages healthy eating, including the drinking of water and eating of fresh fruit.

Children are safe in the childminder's care as she has carefully assessed potential risks and taken appropriate action to remove any hazards. Children use equipment and play resources that have been checked for suitability for their different ages.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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
---	-----

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

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

There have been no complaints made to Ofsted since registration.

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.