

Inspection report for early years provision

Unique reference number	139562
Inspection date	24/07/2009
Inspector	June Fielden
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 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 1999. She lives with her husband and their two children, both aged ten, in Carshalton, Surrey, close to shops, parks and schools. The whole of the ground floor is used for childminding, with toilet and sleeping facilities provided on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to provide care for a maximum of six children at any one time, of whom no more than three may be in the early years age group. She is currently minding five children part-time in this age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and regularly attends toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a warm and welcoming environment. The childminder has an effective understanding of children's individual needs and successfully promotes their welfare and learning. She has an exceedingly good relationship with parents and others involved in children's care. The childminder is aware of her strengths and areas for future development and seeks parents' opinions on the effectiveness of her provision. She strives to ensure that children make the most of the time that they spend at her setting.

What steps need to be taken to improve provision further?

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

- ensure that the positioning of the large trampoline in the garden and the cleaning materials in the bathroom are included in the risk assessment

The leadership and management of the early years provision

The childminder is well organised. All the required records and policies are in place, and her procedures are made available to parents in their welcome pack. The childminder has recently attended a variety of courses in order to update her knowledge and improve outcomes for children. This training also covered safeguarding children, and as a result she has a good understanding of how to protect them from harm. She identifies the way in which she has actively accessed training as one of her strong points. The childminder feels that this has assisted her in looking at children's development and writing her observations. It has also encouraged her to become a reflective practitioner, as she now has a folder in

which she looks back at particular events and activities and considers how successful they were. She also sees the way in which she raises children's awareness of the dangers from traffic, fire and strangers as another of her strengths, as she is teaching them to look after themselves. The childminder has addressed the recommendations made at her last inspection, including the appropriate positioning of the fire blanket to ensure that it is easily accessible in an emergency.

The childminder keeps parents exceedingly well informed about their child and her setting. Children take home items they have made during activities with the childminder and parents regularly look through their files to make them aware of what their child has done. The childminder completes purposeful daily diaries for parents, to encourage two way communication between them. These also include details of activities children have been engaged in, enabling parents who wish to have greater involvement in their children's learning to follow up anything the childminder has been doing with them. Letters from previous parents are very positive about the care provided by the childminder. She asks parents to complete questionnaires to assist her in evaluating her practice and responds to any comments made by them. The childminder obtains substantial information from parents before childminding commences, to ensure that she can fully meet their child's needs. She also has a successful relationship with other settings children attend. The childminder speaks to staff, passes on messages to the parents and visits their open sessions to see children's records. The childminder also attends their sports days and other events if children's parents are unable to be present. Some of the topics children have worked on at other provisions are incorporated in the childminder's activities. She has a good understanding of the need to communicate with other professionals involved in the welfare of children with learning difficulties and disabilities.

The quality and standards of the early years provision

Children follow an effective weekly routine that includes trips to the library, toddler groups and soft play areas. The childminder plans activities that include all areas of learning and are based on the next steps in children's development. She finds out about their starting points before they attend her setting and offers them a good balance of adult-led and child-initiated activities. The childminder has an achievement folder for each child which contains their regular observations and full assessments. These show the child's development in each area of learning, and are given to their parents to read. The files also contain photographs and examples of children's work, as evidence of their achievements. Children use role play equipment such as a toy kitchen and use real fruit and vegetables to develop their creative play. They select books for themselves which they ask the childminder to read. She shows them photographs of all the children she minds and talks about the pictures to extend their vocabulary. These show that the childminder takes advantage of unexpected weather conditions to expand the range of activities she provides, to include using a sledge and throwing snowballs. Children are encouraged to tidy up after themselves to develop their independence. The childminder celebrates festivals from other cultures, such as Chinese New Year, when children make lanterns and use chopsticks to raise their understanding of the

world around them. They exercise in the childminder's garden, using a range of small equipment, such as sit and ride vehicles and a slide. Children make rice shakers with the childminder and play sorting and counting games with her to develop their understanding of number.

Children are taught how to follow a healthy lifestyle. The childminder maintains excellent standards of hygiene, keeping her home exceedingly clean and tidy. Children wash their hands after messy tasks and before they eat or engage in any cookery activities. The childminder's comprehensive accident and medication records are all very well completed. The meals she offers are cooked from fresh ingredients and she has an exceptionally good understanding of how to provide children with a nutritious diet. The snacks she provides include healthy options such as fruit, raisins and bread sticks. The childminder successfully manages children's behaviour. She uses purposeful strategies and is always positive with children, although she can be firm when necessary. Children are made aware of her rules and boundaries, and good behaviour is promoted through praise. The childminder assists children to make a positive contribution to the community by being involved in activities such as charity walks and recycling. She teaches them to share and to care for each other. Children are encouraged to play games that enable them to collaborate and the childminder provides puzzles to assist them in problem solving. She completes effective risk assessments for her setting and the outings children are taken on. The childminder has many effective safety measures in place, such as smoke alarms on each floor of her home, and a record of her fire evacuation procedure, which she practises with children. Although the trampoline in the garden is currently positioned next to a hard surface, and some cleaning materials are accessible to children in the bathroom.

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?	1
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?	1
How well are children helped to enjoy and achieve?	2
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?	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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