

Inspection report for early years provision

Unique reference number	139683
Inspection date	06/05/2009
Inspector	Lindsay Ann Farenden
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 has been registered since 1999. She lives with her husband and one child in Sutton, Surrey. They live in a house which has easy access to the ground floor. All areas of the property are used for childminding and one room is a dedicated playroom. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for five children under eight years. There are currently three children on roll in the early years age group. The childminder is registered on the following registers: the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to parks and toddler groups.

Overall effectiveness of the early years provision

The overall effectiveness is good. The childminder promotes all aspects of children's welfare with success, ensuring they are safe. Children are provided with many learning opportunities both inside and outside the home. They are highly valued as individuals. The good partnership with parents ensures they are kept well informed of their child's care and learning. The childminder is aware of the strengths of her provision and strives to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge in observation and assessment
- carry out risk assessments out and maintain a record of individual outings children are taken on

The leadership and management of the early years provision

The good organisation of the day ensures children have a fun and stimulating time in the childminder's care. There is a dedicated playroom in which children's art work is displayed around the walls. Children are very well supervised because the childminder dedicates her time to them when they are present. She has carried out a thorough risk assessment of her home to ensure play in safe and secure environment. She ensures children do not access the end part of the garden which is a little overgrown. Although risk assessments for individual outings are not recorded the childminder demonstrated how she gives priority to children's safety on outings. The smoke alarms are in working order and to protect children in an emergency the childminder has a clear fire evacuation procedure.

Children's welfare is well safeguarded because the childminder has a secure

knowledge of abuse and the procedures to follow if she has concerns about a child. The childminder has a positive attitude to caring for children with learning difficulties and/or disabilities and committed to ensuring that she provides a fully inclusive provision for all children. Children's individual needs are fully enhanced, as the childminder gathers details from parents about their child's likes, dislikes, interests, routines and any dietary requirements before they start. She works closely with the parents and shares information about their child's progress, outings and activities that have taken place, food intakes and sleep times on a regular basis.

The childminder uses self-evaluation effectively to evaluate her childminding service and identify aspects for improvements. She has a Level 3 child care qualification and is keen to attend training to update changing child care practices. Overall, records, policies and procedures are used effectively to promote the welfare of children.

The quality and standards of the early years provision

Children make good progress because the childminder plans a very wide range of activities and outings to enhance their learning and enjoyment. The childminder knows each child's interests and abilities very well. She uses her observations well to develop personalised plans to provide support for each individual child and help them move on to their next stage of development. The childminder keeps parents fully informed of their child's progress.

Children enjoy the time they spend with the childminder and are very relaxed and happy in her care. Children access a good range of toys, which are stored on low level shelving. This actively encourages children to make informed choices about what they want to play with. Children love looking at books they have chosen as they sit in a comfortable chair or on the childminder's lap to have a story read to them. Children have great fun discovering the textures of different coloured paints and then concentrate hard to produce their own unique pictures. The garden is set up in a child-orientated manner and children thoroughly enjoy pouring water and sand using different size containers. They develop their physical skills as they manoeuvre wheeled toys around the garden and use small rockers. They like singing songs along with the childminder as they play. The childminder regularly takes children to toddler groups where they build up their social interaction with other children and access a further range of play resources. They develop an awareness of the local community through visiting parks where they have the opportunity to use large play apparatus. The childminder skilfully adapts discussions and questioning techniques so each individual child's thinking and learning is fully challenged, as they play. Children behave well because they are constantly occupied and engaged in purposeful play. Toys reflecting positive images of diversity are fully integrated into everyday play.

Children are learning good hygiene routines, as they delight in washing their hands in bowls and making bubbles with the soap, after messy activities and before eating. Children eat nutritious foods and healthy snacks with great relish. The childminder knows children's likes and dislikes of foods and takes these in to full

consideration when providing meals for them. She ensures children have regular drinks so they do not become thirsty or dehydrated. The childminder holds a current first aid certificate and the first aid box is fully stocked, so children can be treated appropriately in the event of an accident. Children are protected from cross infection, as they do not attend when they are unwell.

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

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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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