

Inspection report for early years provision

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| Unique reference number | EY318454 |
| Inspection date | 05/06/2009 |
| Inspector | Teresa Elkington |
| 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 2006. She lives with her partner in the family home which is situated in Merstham, Surrey. Local shops and schools are within walking distance. The family own a dog and a budgerigar. The whole of the house is used for childminding purposes and there is a secure rear garden for outside play. Toilet and sleeping facilities are available on the first floor.

The childminder is registered to care for a maximum of six children at any one time. She currently has five children on roll in the early years age range, who attend on a full and part time basis. The childminder is also registered on the compulsory and the voluntary parts of the Childcare Register. She walks or drives to local schools and pre-schools to take and collect children. The childminder attends the local toddler group and local childminding group. The childminder is a member of the National Childminding Association and receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children thrive in a fun and encouraging environment, where they have a wealth of opportunities to explore a range of purposeful activities in support of their individual needs. The childminder promotes inclusive practice as she recognises the uniqueness of each child and values their diversity. The childminder works in partnership with parents and other agencies which ensures that the individual needs of all children are understood. Ongoing evaluation and regular monitoring in all areas of the provision enhance children's experiences.

What steps need to be taken to improve provision further?

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

- ensure parental permission is sought for the obtaining of emergency treatment or advice

The leadership and management of the early years provision

The setting is managed effectively, safely and in a way that meets the needs of all children as the childminder has clear policies and procedures in place. She undertakes rigorous risk assessments of all aspects of her service to ensure children's continued safety. Children are safeguarded well, as the childminder has a very clear understanding of the child protection policies and procedures. She has an acute awareness of her role and responsibility to protect the children in her care. She has plans in place to ensure that this remains a priority through the attendance on further training in this area. Children's good health and well-being is promoted as the childminder has effective practices in place; for example, when

children have minor accidents. However, the lack of parental permissions to gain medical treatment or advice, inhibits the childminder from acting in the best interests of the child in the event of a medical emergency.

The childminder has a very positive and enthusiastic approach to childcare. She works hard to ensure that all children attending are achieving and reaching their full potential. She uses observations and assessments to determine how children are progressing, so that she can plan activities and provide resources in support of their own interests and to ensure a continued progression in their learning. She liaises with parents and external agencies involved in children's care, which provides a cohesive approach and compliments the care they receive from other provisions. A comprehensive portfolio is shared with parents, which provides a wealth of information of all aspects of the service provided. Ongoing verbal exchanges with parents ensures that they are fully aware of all routines of the day and kept informed as to activities undertaken and individual achievements. The childminder has completed a comprehensive self-evaluation form and is skilled in illustrating the strengths in her practice as well as areas she needs to develop. She reflects on past observations and activities to establish what can be improved and what action she will take to facilitate this.

The quality and standards of the early years provision

The childminder provides a varied and attractive range of age-appropriate play resources that children are eager to use. Children independently select from the good quality resources available and make decisions about how they wish to spend their time in the setting. They enjoy both initiated and adult led activities, which keep them enthused and extend their individual learning. For example, they engage in creative activities such as making ice creams from an array of different coloured tissue paper, they talk about the colours and the flavours that they depict, highlighting the ice-creams that they themselves enjoy. High emphasis is placed on children learning about their immediate world. Children enjoy daily outdoor activities which include outings to the park and exploring the countryside around them. They learn about nature and watch and note the progression of the farmer's fields, which is documented by photographs to encourage further discussion and activities within the home, for example, growing and nurturing their own produce within the garden.

The welfare of children is promoted well. The childminder is skilled in promoting and supporting children's needs and demonstrates a sound understanding of the welfare requirements and guidance. There are effective practices and procedures in place to ensure children enjoy a healthy lifestyle. Children gain a good understanding of healthy practices through eating and helping to prepare nutritious meals, which meet their individual dietary needs. They are helped to develop good personal hygiene skills through receiving clear instructions on hand washing and all using their own individual towels.

Due to the stimulating environment and the calm nature of the childminder, behaviour is very good. The childminder ensures that behaviour management is tailored to meet the age and development of the child that is involved. The

childminder ensures that children appreciate diversity and develop a positive view of society and the wider world through discussions, activities and games. Children are well settled and show a strong attachment and relate very well to the childminder, showing that that they feel a sense of belonging within this caring setting.

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

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| 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

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| 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

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| 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

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| 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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