

Inspection report for early years provision

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Inspection date	13/11/2009
Inspector	Felicity Gaff
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1996. She lives with her husband and two adult children in a house in Purley, Surrey. The ground floor of the house is used for childminding. There is a fully enclosed garden for outside play. The family has two cats and tropical fish. The childminder is registered to care for a maximum of four children at any one time, of whom no more than three may be in the early years age group. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children in all age ranges share the same facilities. The childminder collects children from the local school and attends several toddler groups regularly. She makes provision for children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a very positive attitude to developing the quality of her provision. She has a professional approach and makes good use of local training opportunities to enhance her skills. She knows the children very well as individuals and adapts planned activities well to ensure every child can take part. She makes very good arrangements for regularly exchanging information with parents.

What steps need to be taken to improve provision further?

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

- develop the use of observations of children's interests and achievements in planning for the next steps in their learning and maintain records that can be regularly shared with parents and with practitioners in other settings
- clarify the procedures for giving medication.

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of her responsibility to safeguard children. She ensures that all adults in her home are appropriately vetted. Her good awareness of child protection issues enables her to safeguard children from harm or abuse. Children are cared for in safe surroundings because the childminder carries out regular risk assessments and minimises identified hazards effectively. The childminder maintains all the documentation required to support children's welfare, although on occasion written authorisations for medication lack clarity. Parents have excellent opportunities to discuss their children's progress and welfare because the childminder arranges regular meetings to exchange information. As a result, she has a thorough knowledge of each child's personality

and preferences as well as the parents' wishes for their care. The childminder understands how to work in partnership to ensure the care she offers complements that which they receive in other early years settings.

The childminder ensures that all children feel at home in her care. The strong relationships she forges with parents mean she is aware of their different cultural heritages. She is aware of how families use their home languages and supports children's emerging bilingualism well. She knows how to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities. The childminder finds out where children are in their learning and development when they first attend. She uses her knowledge of each child to plan for the next steps in their learning and maintains basic records of their progress. However, these are intermittent and she does not yet use them systematically when planning.

The quality and standards of the early years provision and outcomes for children

Children are well protected from illness and infection because the childminder ensures the premises are clean and well-arranged. She has effective systems for protecting children from hazards associated with pets. Children follow good hygiene practices and the childminder helps them learn why they are important. She ensures children's individual dietary needs are met. She provides information about healthy packed lunches for parents who choose to provide their children's food.

Children feel at ease in the childminder's care because she creates a very welcoming environment. They gain confidence by selecting their own activities from a wide range of easily accessible, age-appropriate resources. The childminder ensures that posters, books and toys provide positive images of ethnic and cultural diversity. She uses them to prompt conversations with older children to help them develop an understanding of and respect for difference. Children know they are valued because they see themselves and their families reflected in her home. The childminder's excellent knowledge of each child's individual needs ensures that children receive consistent care. The childminder ensures she is fully aware of any changes in children's routines, such as disturbed nights, and adjusts the care she offers to accommodate this. Children feel very secure because their parents have complete confidence in their childminder. Children delight in sharing homemade books with her. They point out photographs of each other and talk about previous activities, showing their affection for other children. They reflect the respect shown by the childminder towards each of the children for whom she cares in their interest in and concern for each other.

The childminder supports children's language development well and provides a good speech model. She makes excellent use of everyday opportunities to support children's learning. For example, children routinely point out letters on road names and recognise door numbers. They learn about shape, mass and capacity through practical play with resources such as building blocks, puzzles, sand and water. The childminder organises interesting outings and encourages children to observe the

natural world closely by, for instance, finding minibeasts in the garden. Children develop their physical skills through outdoor play in all weathers. The childminder organises a variety of activities where children can express their own ideas through different media in two and three dimensions. They engage in imaginative role play and create their own stories using small-world toys. There are good opportunities for children to explore technology using mechanical and electronic toys.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

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