

Inspection report for early years provision

Unique reference number	507563
Inspection date	17/12/2009
Inspector	Felicity Gaff
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2000. She lives with her partner, three adult children and one school-aged child in a house in Oxted, Surrey. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The family has three cats. 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 six 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.

Children make good progress in their learning and development and the childminder promotes their safety and well-being effectively. She is committed to continuously improving the standard of her childcare. She makes good use of professional training to develop the quality of the service she offers. She works closely with parents to ensure she fully understands their wishes for their children's care. This enables her to create an extremely welcoming environment where each child is fully included.

What steps need to be taken to improve provision further?

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

- maintain a regular two-way exchange of information, knowledge and expertise with other early years settings that children attend, to help support and extend children's learning and development
- improve the detail of risk assessments to ensure that risks associated with storage shelves are assessed and minimised
- maximise opportunities for children to make choices and decisions about how they use a widening range of media and materials, in order to express and explore their own ideas.

The effectiveness of leadership and management of the early years provision

The childminder understands how to safeguard children from harm or abuse, and ensures they are protected from people who have not been vetted. She carries out suitably detailed risk assessments of her premises and for outings. However, risk assessments do not always cover everything with which a child may come in

contact, in order to identify and minimise any associated hazards. Children follow a healthy lifestyle at the setting. They routinely walk to and from school and the childminder organises her day to accommodate individual needs for rest and naps. There are suitable systems to ensure children only receive the medication their parents wish them to have. The childminder creates basic relationships with other early years settings that children attend. She has not yet established systems to exchange information with these settings to ensure children receive a consistent and coherent learning experience.

The childminder undertakes professional childcare training in order to develop her knowledge and expertise, and uses this to improve the care and education she provides. She regularly reviews and updates her policies and procedures, and keeps parents well informed of any changes. The childminder creates an exceptionally welcoming and inclusive environment. Children know they are valued because the childminder displays their work prominently in her home, together with photographs of them with family members. She is aware of how families use their home languages, and reflects them in displays. She makes sure that arrangements for exchanging information meet the needs of parents with limited English. Parents appreciate the detailed records of what their children do and achieve, which the childminder provides through individual daily diaries. Unhurried arrival and departure periods allow good opportunities to exchange information informally. This enables the childminder to know and meet children's individual needs.

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

The childminder maintains clear photographic and written records of what children do and learn. She shares these with parents on a daily basis and uses them to plan activities that she adapts to meet the needs of children of different ages and abilities. The childminder seeks parents' views on the service she offers and uses their comments to develop further the quality of care and education. This enhances her ability to adapt her provision to meet the needs of all the children. The strong relationships forged with parents mean that children feel secure in the childminder's care. Children develop their confidence and independence because toys are stored where they can easily reach them. The childminder provides laminated photographs of different activities that are available. This helps very young children and those acquiring English as an additional language to indicate what they would like to do. Children learn to keep themselves safe because the childminder teaches them to understand and manage everyday dangers. Children follow good personal hygiene routines and understand why they are important. They receive suitable foods because the childminder is aware of their different cultural backgrounds and accommodates their individual dietary requirements.

Children make good progress in their learning. The childminder provides a good speech model and encourages children to express themselves clearly. Children develop their understanding of literacy as they share books. They confidently join in with favourite songs and finger rhymes. The wealth of photographs displayed in the setting provide very good opportunities for children to develop their

understanding of time as they discuss activities they did in the past. They benefit from excellent opportunities to learn to respect cultural and linguistic differences. They learn greetings in each other's home languages and see them displayed in the childminder's home. The childminder marks the festivals that children celebrate in their own homes, as well as those that reflect the wider community. Children have suitable opportunities for outdoor play throughout the year. This enables them to learn about the natural world from first-hand experience; for example, they closely observe the first snowfall of the year. Overall, children have suitable opportunities to use a variety of creative materials. However, on occasion, planned craft activities are very adult directed and provide little opportunity for children to develop their own ideas by setting and solving their own problems.

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	1
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
--	-----