

Inspection report for early years provision

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Inspection date	26/11/2009
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 2006. She lives with her husband and two young children in a house in a village near Redhill, Surrey. The ground floor of the house is used for childminding, with sleeping facilities on the first floor. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time, of whom no more than one may be in the early years age range. She is also registered to care for up to two children overnight. When childminding with an assistant she may care for a maximum of 10 children, of whom four may be in the early years age range. She is currently minding four 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 feel secure and at ease in the childminder's home because she creates successful long-term partnerships with their families. The childminder enhances her understanding of how children develop and learn by undertaking professional qualifications in home-based childcare and education. This enables her to evaluate her provision and put in place effective measures to meet children's individual learning needs. Children enjoy a wide range of first-hand play opportunities, indoors and out, which helps them make good progress in all areas of learning.

What steps need to be taken to improve provision further?

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

- ensure CRB disclosures are handled in accordance with the CRB's code of practice
- develop the opportunities for children to make choices about what they do by selecting more of their own toys and play activities
- ensure the risk assessment includes all potential hazards, such as garden drains, the contents of accessible drawers and cupboards and the positioning of stair gates
- update the record of risk assessment to include details of any assessments of risks for each type of outing or trip.

The effectiveness of leadership and management of the early years provision

The childminder's good understanding of child protection issues enables her to safeguard children from harm or abuse. She makes sure that her assistants are suitable to care for children and have the knowledge and skills they need to do their jobs. She does not fully protect staff confidentiality by following the Criminal Record Bureau (CRB) code of practice. The childminder effectively assesses and minimises most hazards to children on her premises. However, she does not record details of full risk assessments for each type of outing. She systematically evaluates the quality of the service she provides, taking into account the views of children and their parents. This enables her to identify clearly areas for future development. The childminder is very well informed about inclusion issues and understands how to support children with special educational needs and/or disabilities. She provides good opportunities for children to talk about similarities and differences between people.

The childminder exchanges detailed information with parents when children first attend the setting, and makes meticulous records to ensure she fully understands children's individual needs. This enables her to manage smooth transitions so that all children, including young babies, settle quickly and happily in her home. She works effectively with her assistant to provide consistent care. She establishes very close partnerships with parents so that children benefit from stable, long-term childminding arrangements. Detailed daily diaries, photographs and regularly updated learning journals keep parents fully informed about the progress their children make. Parents are delighted with the quality of care and education their children receive. The childminder maintains regular contact with colleagues at other early years settings children attend, and ensures her provision complements that which they receive elsewhere. The childminder maintains all the documentation required to support children's welfare and has effective systems for managing minor accidents.

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

Children feel very secure in the childminder's care. Her consistent expectations and positive behaviour management strategies help them understand how they ought to behave. The childminder helps children learn to keep themselves safe by explaining the reasons for everyday safety routines, and practising emergency exit drills. They follow a healthy lifestyle and routinely walk to and from school. They regularly visit parks and playgrounds and use challenging playground apparatus to develop their physical skills. The childminder follows good hygiene routines and teaches children why they are important, which helps protect them from illness and infection. Children enjoy well-balanced snacks and meals, and the childminder ensures their individual dietary requirements are met. They begin to learn where food comes from by helping harvest fruit in the garden. All the routine documentation required to support children's welfare is well maintained.

The childminder organises a stimulating range of outdoor and indoor play opportunities to meet the needs of the children attending. She uses photographs and displays of children's art and craft work to help children develop their language skills by talking about previous activities. She uses her observations of what children do and achieve to identify their individual interests and learning styles. This enables her to plan well-focused activities to support the next steps in their learning. Most toys are stored away from the play area, so the childminder uses her knowledge of individual children's interests to select toys and activities for them. However, this means that younger children, or those who do not yet communicate in English, have limited opportunities to develop their independence by selecting their own play resources.

Children reflect the good speech model the childminder provides. She is aware of children's diverse cultural backgrounds and understands how to support the linguistic development of children acquiring more than one language. Children use their understanding of mathematical ideas as they solve problems of size and shape in their play. Number posters encourage them to count and compare quantities. Children enjoy a wide range of purposeful play activities. They use interesting resources such as sand and water to experiment independently and discover how things work. They learn about technology through using computers and cameras. The childminder uses her garden well to encourage children to develop and extend an interest in the natural world by, for example, looking closely at the minibeasts they discover.

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	2
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	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

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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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