

Inspection report for early years provision

Unique reference number	EY390307
Inspection date	07/10/2009
Inspector	Jane Nelson
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two school aged children in a house in Chessington, in the Borough of Kingston Upon Thames. The whole of the ground floor and one bedroom on the first floor, of the childminder's house is used for childminding. Bathroom facilities are located on the first floor and there is a fully enclosed garden for outdoor play. The childminder is within walking distance of local schools, the local library and the park. The family have a pet Labrador dog and two guinea pigs.

The childminder is registered to care for a maximum of five children under eight, three of whom can be in the early years age range, at any one time. She is currently caring for two children in the early years age range, who both attend on a part time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder attends a local toddler group with children on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's knowledge and understanding of individual needs results in children feeling secure, and benefiting from play experiences that encourage their individual development well. The childminder's supportive and positive interaction with the children encourages their self confidence and safe exploration of her home and helps them progress in all areas of learning. The necessary written records are maintained, and good relationships with parents result in information being shared well and links being built with other settings children attend. The childminder demonstrates a good commitment to continual improvement through attending ongoing training. However the use of self-evaluation is not yet fully developed to identify areas for future improvement.

What steps need to be taken to improve provision further?

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

- ensure the registration certificate is clearly displayed
- develop the range of experiences to help children learn about diversity and the world around them
- develop the use of self-evaluation to identify areas for future development

The effectiveness of leadership and management of the early years provision

The childminder's home is welcoming and child orientated. A good range of play materials and furniture are provided enabling children to play, rest and eat safely

and comfortably. Risk assessments are used effectively in the home to ensure children's safety, and a clear risk assessment record, including outings, is maintained. The childminder has a clear understanding of her legal responsibilities regarding child protection issues and the procedures to follow if concerns arise. She has attended Safeguarding training, developing her own knowledge in this area.

A range of play experiences are planned and provided by the childminder through home based play activities and visits to a local pre school group. Play materials and equipment are stored safely, some within children's access, and others within eye sight, enabling older children to see and choose what they want to play with. A good range of baby toys and equipment are set out on a play mat on the floor, encouraging children's exploration and interest. The childminder has a good knowledge of children's individual needs and preferences. This is obtained through detailed discussion with parents and her own observations of children's preferences and stage of development. This enables her to follow individual routines, plan for children's developmental needs and support children well in all the areas of learning as they progress.

An inclusive service for families and children is provided, with emphasis on children's individual needs. Information is shared well between the childminder and parents, for example, through detailed written information in daily diaries and daily verbal communication. This results in the childminder being aware of any changes, and children's home routines being followed, helping children feel secure in her care. Links are already being built by the childminder with other settings that children attend, such as, local nurseries, sharing information and helping to provide continuity of care for children. The childminder records detailed observations regarding children's development, identifying plans for their next steps. She is developing individual books with photos demonstrating what the children enjoy while in her care, which she plans to share regularly with parents. Parents views are sought through a parents questionnaire and their responses are positive.

The necessary records and documentation are clearly maintained and well organised. Policies and procedures are shared with parents, and they are given copies for their own reference. Although some written information is displayed, including the childminder's registration certificate, this is located in an area where it is not immediately visible. The childminder demonstrates a good commitment to ongoing improvement through attending training and developing her own practices. However the use of self-evaluation is not yet fully developed to identify areas for future improvements, such as, developing the range of experiences provided for children to learn about diversity and the wider world.

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

Children's individual needs are reflected in the range of activities and play experiences the childminder provides and the organisation of the environment. For example, activities such as 'gloop' are planned to encourage a child's sensory

exploration and some toys are positioned just out of reach to encourage babies to reach out, and move towards the toys. A range of interesting baby toys and equipment are presented invitingly on a play mat on the floor for a baby to investigate. A treasure basket of natural materials is positioned, to encourage exploration of different textures such as shells and satin material.

Children are secure and happy in the childminder's care, they smile, vocalise and gurgle as they play. Their self confidence and emotional well being is promoted very well by caring, affectionate and supportive interaction with the childminder. For example, she sits with a child on the floor providing close physical reassurance as they explore, supporting and encouraging as they increase their mobility. A child is helped into a standing position, where they are supported with the childminder holding both hands. Close eye contact is maintained between the childminder and child, as the childminder sings a familiar song 'Wind the bobbin up'. A child excitedly moves their body, vocalises and joins in the actions of the song, which is part of their daily routine at home. Children explore shape and texture as they play with an activity centre, feeling balls, posting them through holes and watch the balls roll down a slope. Children are beginning to develop skills for the future, for example, they explore interactive toys, pressing buttons on a keyboard and learning that their action generates the noise made by the toy. Children concentrate as they see themselves in a toy mirror and reach out to touch their own reflection. Children's language development is encouraged very well by the childminder taking turns in making sounds with a child, talking about what she and the child are doing and echoing children's vocalisation. Children's achievements are constantly praised and valued, encouraging them to repeat tasks and try again.

Children are learning about their own health and safety as they play and move around safely. For example, the organisation of the environment encourages them to explore safely the toys and materials on the play mat and increase their independent mobility. They are able to move safely in a baby walker, and enjoy their lunch sitting comfortably in a high chair. They see the childminder following good hygiene procedures, such as, using hand gel to frequently clean her hands, and she talks to them about being clean and comfortable after a nappy change. Parents currently provide their children's meals and snacks, with frequent drinks of water provided by the childminder. Children have daily opportunities for fresh air through regular outings with the childminder visiting local parks and outdoor play in her garden. Children see diversity reflected in the selection of play materials provided, however, the range of experiences provided to promote their understanding of the wider world is not yet fully developed.

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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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
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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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