

Inspection report for early years provision

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Inspection date	15/12/2009
Inspector	Lindsay Ann Farenden
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, two adult children and one child aged 12 years in Sutton, Surrey. The whole of the ground floor of the childminder's home is used for childminding. There are ground floor toilet facilities. There is a suitable garden for outside play. The family has guinea pigs and a pet dog.

The childminder is registered to care for six children aged under eight years. There are currently three children in the early years age group on roll. The childminder is registered on the following registers; Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the setting as a result of the childminder's enthusiasm and because she dedicates her time to them when they are present. The childminder is committed to providing an inclusive environment for all children. The close partnership with parents ensures they are kept informed about their child's time with the childminder. The childminder has started to identify aspects of her provision that she would like to develop and her commitment to attending training provides a sound basis for her capacity to maintain continuous improvement to her childminding provision.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare). 22/01/2010

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

- continue to develop knowledge of the Early Years Foundation Stage Framework, particularly in relation to observation, assessment and planning
- improve risk assessment so that it covers anything with which a child may come in contact with, for example, potential hazards in the kitchen.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear understanding of child protection issues and procedures to follow if she has concerns about a child. Adults living in the home

have been suitably vetted and the childminder's daughter now aged 16 years is awaiting clearance. The childminder has carried out a risk assessment of her home to minimise the risks to children, although cleaning materials and sharp knives have not been made completely inaccessible to children in the kitchen. The childminder helps children to learn to keep themselves safe by teaching them about road safety and when on outings, such as Chessington Zoo to approach a person in uniform if they ever get lost. Smoke alarms are in working order and a fire blanket is in place in the kitchen. A written fire evacuation procedure is in place and this has been practised with the children, so they develop awareness of how to leave the home quickly and safely in the event of a fire.

Overall, records, policies and procedures are used effectively to promote children's welfare and safety. The childminder has started to use self-evaluation to identify strengths and areas that she needs to develop. She is eager to attend training to develop her knowledge of the Early Years Foundation Stage. The childminder has made improvements to her provision. For example, she has installed a secure garden gate, so the garden can now be registered for childminding use, so children can enjoy playing in it. A sufficient range of toys are separated into boxes, stored at a low level so children can select what they want to play with independently.

The childminder has developed a good relationship with the parents. Information about children's dietary requirements and what they like playing with is obtained from parents prior to them starting, so the childminder can meet their needs. She gives daily verbal feedback about their child's day. This ensures continuity of care. Information gained from parents shows they think highly of the childminder and the care she provides. The childminder is keen to continue to communicate with other provisions that the children attend in order to enhance the topics and their learning in her setting.

Children's individuality is recognised and nurtured by the childminder who has a secure knowledge of their individual needs and interests. Through discussion the childminder demonstrated that she has a positive attitude to caring for children with special educational needs and/or disabilities and would work closely with parents and other agencies involved with the child to help them meet their full potential.

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

Children are settled and happy and demonstrate a real sense of belonging in the childminder's home. The childminder warmly welcomes them when they arrive with lots of smiles and positive comments. She shows an active interest in what they say and do and this contributes to children feeling safe and secure.

The childminder is beginning to become familiar with the learning and development requirements. She makes observations of children's achievements, but these are not yet fully used to identify children's next step of learning. She does though provide activities to promote children's interests and development in all six areas of learning. Children's vocabulary is extended due to the high quality of

interaction between the childminder and them. Children cuddle up to the childminder whilst she reads them stories and they quickly absorbed by her animated storytelling style. They eagerly contribute to the story by talking to the childminder about the pictures. Children develop their hand and eye co-ordination as they build constructions using Duplo. Children have fun making pizzas, as they measure out the ingredients with the childminder, mould the dough and help to put healthy food toppings on them. Children express themselves creatively through a range of mediums, such as using drawing materials, painting and sticking activities.

Children learn about the wider community through trips to the park and visits to Chessington Zoo where they are able to experience seeing real animals. They learn about nature as they look at sheep in the field and visit Kew gardens. The childminder talks to children about Christmas celebrations and they made orange cakes at Halloween. She plans to help children learn about other cultural festivals through books.

The childminder provides children with a good role model as she talks to them in a kind and friendly manner. She offers them constant praise and attention, consequently they behave very well.

Children very much enjoy taking the childminder's pet dog for a walk with her and developing their physical skills using park equipment. Children play in a clean home and learn to follow good hygiene procedures. The childminder has a current first aid certificate and a suitable first aid box, so is able to attend to minor injuries that may occur but has not requested written permission from the parents for seeking emergency medical advice or treatment.

Children benefit from home cooked nutritionally balanced meals and snacks of fruit. Children help themselves to drinks regularly as they are kept at their level.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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