

Inspection report for early years provision

Unique reference number	EY392798
Inspection date	16/10/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 two children aged three years and one year. The property is a house, situated in a residential area within Carshalton, Surrey. The premises are located close to local schools and transport services. The whole of the house is available for minding purposes. The living room is set up as the main play room. Toilet facilities are provided upstairs. There is an enclosed garden available for children to have outdoor play opportunities.

The childminder is registered to provide care for four children under eight at any one time. There is currently one child on roll in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very well maintained, safe and secure environment. Children thoroughly enjoy their time in this delightful childminding setting. The childminder is skilled at ensuring children benefit from a very wide range of exciting activities and play resources. The childminder values children as individuals and is committed to providing an inclusive environment. The childminder uses self-evaluation very effectively to reflect on her childminding practice and constantly strives to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop resources to support children's understanding of diversity.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well. The childminder has a good knowledge of the signs of child abuse and neglect. She has a good understanding of her legal duties and responsibilities with regards to child protection issues. The childminder is vigilant about safety issues and has carried out a risk assessments both in and outside of her home. When children first start, the childminder asks parents to point out any hazards they feel may pose a risk to their own child. This helps to ensure the safety of every individual child. Children learn about keeping themselves safe as the childminder encourages them to express their feelings, learn about road safety awareness and stranger danger. The childminder gently reminds children how to use the steps in the garden safely to prevent them falling and hurting themselves. Smoke detectors and fire fighting equipment are in place

and the childminder demonstrated clear emergency evacuation procedures.

Policies are in place and used effectively to promote children's safety and welfare. All records and documentation are in place and kept well. Parental consents are in place.

The childminder dedicates her time to the children when they are present and plans her day very effectively to ensure that children are engaged in interesting activities both in and outside of the home. Children are very warmly welcomed by the childminder when they arrive.

The childminder is very committed to continually improving her childminding service. She has completed the self-evaluation document in detail and recognises areas of development to further benefit the children. The childminder has gained a wide understanding of the Early Years Foundation Stage and uses this knowledge successfully to ensure children make good progress in their learning and development. She is keen to attend further training to further develop her child care practice.

The childminder values each child's individuality and demonstrated a positive approach to caring for children with special educational needs and/or disabilities. She is committed to working with other professionals and settings involved with the children she is minding.

The childminder has devised an excellent information pack for parents about her childminding provision, which includes details of all her policies. She is very friendly and welcoming towards the parents. They are invited into the house and encouraged to settle their child before leaving. She gives them verbal feedback and also completes a daily diary for parents giving them information about their child's day. Each child's learning journal is shared with the parents, so they are fully aware of their child's development.

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

Children are cared for in a caring child-centred environment where they feel safe and relaxed, knowing that their needs will be met. Children's art work is prominently displayed on the walls which makes them feel that their work is valued and gives them a real sense of belonging in the childminder's home. The childminder welcomes children with lots of smiles and positive comments when they arrive. They quickly settle and busily make choices of what they want to play with from the excellent range of toys and books, building on their natural curiosity as learners.

Children use their imaginations very well as they pretend to make meals and cups of tea using the large play cooker. They use mega blocks to build their own constructions. Books are easily accessible to children and story time is incorporated into the daily planning. Children develop their hand and eye coordination as they make hedgehogs out of potatoes using sticks and glue and are very proud of their

achievements when they have finished the activity.

The children thoroughly enjoy using the garden to play in and explore nature. They watch birds, squirrels and butterflies and look at fruit growing on the trees. They enthusiastically gather leaves in buckets for their sticking activity later in the day. Children are keen to work out how to turn the tap on to fill the toy watering cans to water the plants. They have fun riding wheeled toys.

Children's creative and imaginative development is encouraged through a wide range of activities, such as art and craft, cooking, play sand and water, role play, music and dancing. Children have many opportunities to develop their social skills as they are regularly taken on outings to children's facilities, for example, toddler groups, tumble time, soft play centres, the library and drama groups. Children's awareness of diversity is developed through a lovely range of books, although they currently access few toys in this area.

The childminder makes excellent use of her settling-in period for children. She uses this time to find out the child's uniqueness and their individual starting points. She then uses this information and her own observations very effectively to plan for their next step of learning and help them make progress in all six areas of learning. The childminder ensures her daily plans include an activity based on individual children's interests. For example, she always includes an art activity which she knows particular children really enjoy.

Children behave exceptionally well because they are continually occupied and the childminder gives them her full attention. Children's self-confidence is evident as they receive lots of praise resulting in their enjoyment and keenness to learn.

Children have an excellent range of opportunities to take part in physical activities that contribute to a healthy lifestyle. The childminder maintains extremely high standards of hygiene to protect children's health. Children play and are cared for in a clean home. Each child has an individual towel to prevent cross infection and the childminder helps them wash their hands, explaining to them why they need to do this. The childminder has a well stocked first aid box and holds a current first aid certificate.

Meal times are a pleasurable and social occasion for the children as they sit at the table together and discussions take place about where foods come from and the afternoon craft activity. Home cooked meals are very tasty and nutritious, which children eat with relish. Drinks are readily available to children throughout the day.

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	1
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	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	1
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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