

## Inspection report for early years provision

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<b>Unique reference number</b>	139584
<b>Inspection date</b>	11/01/2010
<b>Inspector</b>	Sandra Patricia Jeffrey
<b>Type of setting</b>	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 was registered in 1987. She lives with her husband, in a terraced three bedroom house in Carshalton, Surrey. Children have access to the living room, kitchen and bathroom on the ground floor and a play room on the first floor. There is also a rear garden for outside play. The family have no pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time, no more than three of whom may be in the early years age range. There are currently six children in the early years age range on roll, all of whom attend on a part time basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled because the childminder creates a safe and secure environment, where children are valued and supported. The childminder recognises each child's individuality and effectively promotes inclusive practice. Children enjoy their time with the childminder and engage in a variety of stimulating play opportunities. As a result they are making good progress in their learning and development. Good partnerships with parents have been established and effective systems are in place for sharing information with parents. The childminder regularly evaluates her provision and demonstrates a good capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- ensure that children's confidentiality is protected when written accident and incident records are shared with parents.

## **The effectiveness of leadership and management of the early years provision**

Children are kept safe and protected because the childminder has a good understanding of the procedures to be followed to protect children and knows how to make a referral if she is worried about a child in her care.

Children's safety, health and welfare are promoted through effective implementation of childminding policies, which are freely available to all parents in their children's individual files. However, children's confidentiality is not always protected when written accident and incident records are shared with parents; as several entries are included on each page.

The childminder demonstrates a good level of ambition and drive for improvement. For example, she has ensured that suitable action has been taken in relation to the safety of the pond in the garden and the smoke alarms in the home; as highlighted during the previous inspection. She has attended training on the Early Years Foundation Stage framework (EYFS) and ensures she keeps up to date with current child care issues. Therefore the childminder is continuously enhancing the welfare, learning and development opportunities, for children in her care.

The childminder organises space and play resources well which enables children to safely engage in challenging play experiences. Resources are age appropriate and are very well maintained. In addition, the childminder actively engages and challenges the children, taking into account their individual abilities and preferences.

The childminder provides a service that is inclusive for all children and their families. Children have access to a range of toys and activities that promote positive images of diversity and equality, enabling them to learn more about the world around them. There are good systems in place to share information with parents, who are also encouraged to look through their children's development records on a regular basis.

Good partnerships with other professionals involved in the care of the children have also been established. These close working relationships ensure that parents and other agencies; such as nursery teachers, are given consistent opportunities to actively be involved in the care and support of individual children. As a result, children are very settled, happy and secure in the care of the childminder.

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

Children are cared for in a warm and caring environment which enables them to develop a sense of belonging and trust. Children are happy and feel secure as they respond positively to the individual attention they receive from the childminder. Children feel safe in the childminder's care because she offers them warmth and security. Young children show that they feel safe by responding positively to the childminder as they kiss and cuddle her spontaneously when they play, for example.

Children take part in a good variety of theme based activities that support their development and help them make progress towards the early learning goals. The childminder sits down with the children, encouraging early language and supporting their understanding as they play and learn. They confidently help themselves to the well-maintained resources and actively involve the childminder in their play, for example, as they build a train track and road together.

They enjoy a varied balance of indoor and outdoor activities, including daily trips out for fresh air and exercise. They visit local toddler groups where they socialise with other children and access additional toys and resources, that help to develop their skills for the future. In addition, regular walks in the local community and

visits to local facilities and parks, helps the children to learn about the world around them.

The childminder has a good understanding of the early learning goals. Prior to children beginning, she ensures she has information from parents on their child's starting points. This enables her to provide stimulating and fun activities which are based on children's likes and interests. The childminder regularly undertakes observations of the children's development and achievements.

Next steps are reviewed on a regular basis and systems for monitoring and tracking children's progress towards the early learning goals are developing well, with clear aims and objectives for the next steps incorporated, into the planning. The childminder actively encourages parents to access these records to enable them to see how their children are developing and learning.

Children are actively encouraged to develop healthy lifestyles and to enjoy a healthy and nutritious diet, in close consultation with parents, which helps them to make good choices about what they eat and drink. Children play and relax in a clean and tidy home, where good hygiene practices are in place further promoting their health and welfare.

Children are developing skills such as sharing and taking turns and consequently begin to learn how their behaviour affects others. They are encouraged to make a positive contribution in the setting by showing consideration to others and by being kind and patient with each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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