

Inspection report for early years provision

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Inspection date	09/03/2010
Inspector	Helen Penticost
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 was registered in 2009. She lives with her four children, aged between six and 14 years of age. The family lives in Esher, Surrey. The whole of the ground floor of the childminder's house is used for childminding. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years, of whom three may be in the early years age group. There is currently one child on roll in the early years age group. Local parks and schools are within walking distance, and there are parent/toddler groups in the area. The childminder has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are clearly highlighted and met. Their individuality is respected and valued because the childminder promotes an inclusive, welcoming childcare environment within her home. The childminder fosters good relationships with parents which ensure consistency at all times. She uses her knowledge and understanding of the Early Years Foundation Stage to provide support for all children. She has begun to identify areas for further development through self-evaluation, as part of a positive commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the use of systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child
- practise the emergency evacuation regularly so that all children know how to protect themselves in an emergency.

The effectiveness of leadership and management of the early years provision

The children are safeguarded well as the childminder has a good understanding of effective practice. Children are supervised attentively and play in an environment that is well organised, where health, safety and hygiene are clearly prioritised to a high level. The childminder has a comprehensive risk assessment which includes every area of the home. There are also risk assessments for outings and venues that children attend. This allows children to play safely both indoors and outdoors with freedom to explore and make choices. Concise written policies and procedures enable the childminder to keep parents informed about her work. There are clearly organised systems in place for completing all documentation to meet the

regulations, for example, for administering medication, for accidents and emergencies. The childminder has a fire evacuation plan, however, this has not yet been practised with the children.

The childminder reflects on her work and has begun to formalise her evaluation to ensure that she continually improves her practice. She updates her skills through training and development opportunities. Children play within a setting that is arranged to meet their needs, for example, they access a range of age-appropriate toys and activities that are freely available within the playroom. The childminder ensures that she provides an inclusive setting as she treats all children as individuals with the capacity to build on what they can already do. Children are able to access a range of suitable activities and resources to gain an understanding of their diverse world in an age-appropriate way. The childminder undertakes written observations of children's learning and development and she records this information in each child's learning journal along with photographs. The records are newly established and are progressing and although they highlight children's next steps in their development, these next steps are not effectively planned for.

Relationships with parents are soundly established. They complete all required documentation to ensure that the regulations are met; they sign many extra permission forms and help to inform the learning journals through the completion of 'All about me' sheets. References from parents show high levels of satisfaction. They comment that the childminder 'has been very flexible and accommodated us as much as she can' and 'I am very pleased with the care provided'. The childminder follows very organised and attentive routines to meet children's individual needs and shows strong cooperation and willingness to meet the needs of parents. She also understands the importance of wider partnerships with other providers to support children's ongoing learning and development.

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

Outcomes for children are promoted by the childminder. Children make good progress as they spend time with the childminder and they have opportunities to access a range of learning opportunities. The childminder uses her knowledge of individual children to establish their starting points and characteristics. They freely access a spacious and well organised, homely environment where independence is fully encouraged. The playroom houses a wealth of resources, toys and equipment which is stored effectively and allows them to explore. Children demonstrate that they feel safe and happy in the childminder's care, approaching her for reassurance and cuddles. Children thoroughly enjoy discovering the resources within the treasure baskets as they touch and feel the differing textures of man-made and natural objects. The childminder is keen to encourage children to take the lead in their play and exploration and is always on hand for support. She is intuitive to even the youngest children's individual forms of communication, ensuring that their needs are met.

Children's welfare is highly promoted by the childminder. They are encouraged to adopt healthy lifestyles because the childminder promotes healthy eating and

ensures the children receive regular fresh air and exercise. They attend local toddler groups and local parks which develops their muscle movement as well as their understanding of their immediate community. Children receive healthy meals, snacks and drinks in accordance with the parents' wishes and the child's dietary requirements. They are well-protected from illness and infection because the childminder provides a clean and hygienic environment. Procedures are in place should a child have an accident and the childminder maintains a current paediatric first aid certificate.

The positive relationships which the childminder establishes with children promote a sense of security. Babies develop their social skills as they confidently engage in interactive play. Children receive meaningful praise, which promotes their confidence and self-esteem. They are very well supported by the childminder, who acts as a good role model. Behaviour management strategies are clearly set out in the childminder's policy which is shared with parents. The childminder helps children to develop respect for difference by providing a good range of play resources that reflect positive images of cultural diversity. This helps them begin to recognise their own needs and those of other people.

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	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

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met