

Inspection report for early years provision

Unique reference number	EY236389
Inspection date	29/01/2010
Inspector	Janet Marie Thouless
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 has been registered since 2003. She lives with her school age child in a first floor maisonette in Epsom, Surrey. All areas of the home are available for childminding use, but play mainly takes place within the lounge. The childminder has an enclosed garden on the ground floor available for outdoor play, but additionally takes children to local play parks each day.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age group. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The childminder is happy to take and collect children from local schools and attends groups within the local community. She makes provision for children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a happy, safe and welcoming home where their individual needs are identified and met. The childminder has established positive relationships with parents, which ensures a consistent approach to children's care, learning and development. She has a secure understanding of her strengths and weaknesses and of how to develop her setting to ensure improved outcomes for children. Methods for self-evaluation are in place and the childminder has identified priorities for development. This ensures her provision is continually improving to meets both the welfare and the learning and development needs of all the children for whom she cares.

What steps need to be taken to improve provision further?

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

- ensure procedures are in place in the event of a parent/carer failing to collect a child at the appointed time
- 14/02/2010

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

- evaluate children's observations and assessments to help identify children's next steps for learning and development

The effectiveness of leadership and management of the early years provision

Effective systems are in place to safeguard children at all times. For example, the childminder has a good awareness of signs and symptoms of abuse and knows how to report her concerns. Criminal Records Bureau disclosures are available to parents in the informative portfolio. Risk assessments are undertaken which ensures the safety of the children, both within the home and on outings. The childminder keeps most of the required records that promote children's health, safety and well-being. However, procedures to be followed in the event of a parent failing to collect a child at the appointed time are not in place which is a legal requirement. The childminder has addressed the recommendation made at the last inspection and there is now a clear risk assessment procedure in place that identifies hazards within the home.

The childminder's home is suitably organised so that children have space to play and can easily access a variety of resources. As a result, children are able to make independent choices in their play and learning which are appropriate to their ages and stages of development. There are effective systems in place for the maintenance of the toys, equipment and resources to ensure children's health and safety at all times. Children's understanding of their immediate community and the wider world is well promoted through the use of resources, posters and the childminder's positive attitude to promoting equality and diversity.

Partnerships with parents are effective and parents are well informed about the provision. They have access to all relevant policies, procedures and information and there is a good two-way flow of information, for example, through daily contact books and face to face discussion. This ensures children experience consistent care. Meaningful observations of the children's engagement with activities are made by the childminder. Planning is flexible and follows children's interests and leads. However, children's observations and assessments are not fully evaluated to help identify children's next steps in their learning and development. The childminder produces ongoing photos of children's progress and presents them in scrap books for children to take home and share with their families. The childminder is committed to offering an inclusive service and she works closely with other settings to ensure children receive continuity of care.

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

Children are extremely settled and secure within an environment which promotes their independence and curiosity. Children are encouraged to take part fully in all activities and show great enthusiasm as they thoroughly enjoy their play experiences. They have ample opportunities to explore through a good balance of both self-initiated and adult-led activities. For example, they construct with a purpose as they happily build a roadway determined to replicate a real road and discuss at length how rain water goes down drains and along underground pipes. They problem solve by sorting straight edge pieces of puzzle and discuss shapes in

the environment, for example, the roof is the shape of a triangle and the pond is round like a cart wheel. Resources reflect aspects of social diversity, such as ethnicity and gender. Children learn about their own culture and mark other countries' cultural traditions, for example, through the celebration of festivals. Children who are bilingual are supported well through the use of resources as well as the childminder's use of vocabulary and text from other languages. They develop skills for the future as they learn to identify and write letters in their names and everyday words.

Children's behaviour is very good. They are well supported by the childminder's effective use of praise and encouragement as they learn to share, negotiate and take turns. A consistent approach to behaviour management is fostered by discussions with parents to develop strategies appropriate for their child. Children's sense of belonging is developed as the childminder displays children's craft work and photographs of them enjoying their play in individual scrap books.

Children develop healthy lifestyles through effective hygiene routines, food provision and daily exercise. Good hygiene practice prevents the possible spread of infection and procedures are in place in support of children who become ill. Children receive balanced and nutritious meals in support of their individual needs. They remain hydrated as they have access to and are encouraged to drink water through-out the day. Parents are well informed as meals are shared through the use of a daily diary. Children have many opportunities for physical play; they visit the park, local woods and places of interest within the local community. As a result, they receive plenty of fresh air and develop their large muscle movements. They attend a local group which enables them to socialise with their peers. Through the childminder's positive approach and interactions, children thrive and progress well in their early years.

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

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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