

## Inspection report for early years provision

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<b>Unique reference number</b>	EY403200
<b>Inspection date</b>	17/05/2010
<b>Inspector</b>	Janet Marie Thouless
<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.

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## **Description of the childminding**

The childminder was registered in 2009 and operates under the name of Sweet Peas. She lives with her husband and three children aged 11, 10 and six in a residential part of Oxted, Surrey. The whole of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play. The family own three rabbits.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age group. She is currently minding two children in this age group on a part-time basis. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder holds a level 3 childcare qualification (Diploma in Pre-School Practice).

The childminder walks and drives to local schools to take and collect children. She attends the local parent/toddler group. She is a Surrey network childminder and is working towards becoming accredited. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's care, learning and development. Children are safe and well cared for in her very welcoming and inclusive home. She forges exceptionally close partnerships with parents to ensure children receive consistent, high quality care. Children make very good progress in their learning given their age, ability and starting points. The childminder reflects on what she does and continually adapts her provision, in order to meet the needs of the children who attend and their families.

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

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

- develop the completion of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

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

Children's welfare is effectively safeguarded. The childminder has a very clear understanding of her responsibility towards children in her care. She is familiar with and has in place clear procedures to follow should she have concerns about a child. All the required documentation promoting the health, safety and wellbeing of

mindful children is in place. She has partly completed her self-evaluation. However, she has identified that further completion is required to identify strengths and priorities for improvement. She seeks regular feedback from both parents and children to inform practice and undertakes relevant training to enhance her skills in support of her work with young children. The childminder conducts risk assessments and is vigilant in protecting children from hazards both inside and outside the home.

The home and garden are very well organised and extremely welcoming. Children can easily access an excellent variety of good quality resources in attractive boxes that display clear pictures and text to support their learning and development. In addition, the childminder has devised an informative photograph album of all resources to ensure that children have choices in their play.

Children benefit from the highly successful partnerships established with parents. The childminder provides an extensive range of information for parents which provides a clear reflection of the provision and the service that is provided. Clear discussions take place with parents before children start to establish their stage of development and care needs, which allows the childminder to plan accordingly for their individual care and learning. Very flexible settling in periods have been established for children and families who attend on a part-time basis.

Parents are encouraged to get actively involved in their child's learning. For example, observations and photographs of children at play are shared, so that parents can experience first hand how their child is progressing. This forms a basis of discussions with the childminder, which allows them to plan together for children's next steps in their learning. Parents have commented that they love to read the daily diary. The childminder strives to work in partnership with other providers to ensure that children's skills are enhanced and developed; for example, the childminder seeks from school children's targets to support their education whilst in her care.

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

Children are extremely settled in their surroundings and have formed close attachments with the childminder and their peers. Young children gain a sense of security and familiarity through repeated interaction with the childminder. They are able to move freely around all areas of the home identified for their use. Children are sociable and develop strong relationships with the childminder, who is constantly on hand to support and guide children in their play. They are eager to explore new experiences and demonstrate high levels of interest and involvement, focusing for sustained periods of time in activities that inspire them. For example, they show great delight when the childminder sings rhymes using props, such as a butterfly from the current topic of 'Mini Beasts'. Young children enjoy exploring the contents of treasure baskets, this enables them to select, touch, taste and feel a range of textures and shapes, helping them to gain confidence in making decisions. They are given time to repeatedly play with favourite toys, such as spinning tops to practise acquired skills. As a result, children's confidence and self-

esteem is extremely well fostered.

Older children on their return home from school enjoy seeking and identifying mini beasts in the sensory garden using a magnifying glass and work sheets provided. They have created a mini-beast alphabet line, which helps them to identify letters in the alphabet. Children see positive images of diversity in the resources they access each day. The childminder helps them to develop an open attitude to people's differences by setting a good example by showing respect for all.

The childminder manages children's behaviour appropriately, providing a good role model for politeness and consideration of others. For example, children are encouraged to use good manners by saying 'please' and 'thank you'. This helps build important personal, social and moral development skills to help them establish and maintain positive relationships.

Children are encouraged to adopt healthy lifestyles because the childminder promotes healthy eating, drinking and regular exercise. They enjoy snacks of fresh fruit and fresh drinking water is available throughout the day to ensure they remain hydrated. Children learn about keeping themselves safe through discussions about road safety and know how to walk safely while out and about in the local area. Children are very well cared for because the childminder gets to know the children and their families extremely well, to ensure her provision is inclusive and responsive to their needs.

## 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	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1
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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