

Inspection report for early years provision

Unique reference number	EY276785
Inspection date	26/05/2010
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and four children aged seven, 15, 17 and 18 years in the borough of Epsom and Ewell. The whole of the ground floor, one bedroom and the bathroom upstairs is used for childminding and there is a fully enclosed garden available for outside play. The childminder walks to the school to take and collect children. She attends a local toddler group, goes to the park and library.

The childminder is registered to provide care for four children under eight years and three of these may be in the early years age group. She is currently caring for three children in the early years age group as well as school aged children. She is registered on the Early Years Register and both 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 an environment where the childminder recognises their uniqueness. Children make good progress in their learning and development, due to the effective systems for observation and assessment. Partnerships with parents are exemplary, which fully fosters a equal approach to learning and care. The childminder has a very strong capacity for improvement which supports her own professional development and positive outcomes for children. She has well targeted plans for the future of her setting and systems for self-evaluation are highly effective.

What steps need to be taken to improve provision further?

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

- ensure that the registration system clearly highlights children's exact times of arrival and departure
- maintain a record of evacuation action drills in a fire log book that includes any problems encountered and how these were resolved.

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised as the childminder has a good understanding of child protection procedures. She knows what steps to take if she has concerns about a child, and keeps up to date through attending training. Household members over the age of 16 years have been suitably vetted and disclosures are all available to parents. Most of the required records that promote children's health, safety and well-being are in place. However, the current system for recording children's attendance is completed in advance and is therefore, not an accurate record of

whom is in the childminder's care. Risk assessments ensure that children are safe in the home. Children take part in practising fire evacuation, however, the childminder currently does not record this. They are cared for in a hygienic environment where they develop a positive attitude towards healthy lifestyles. From an early age, children learn how to keep themselves safe. For example, the childminder talks to them about the possible dangers and hazards to watch out for throughout their daily routine, such as, playing carefully with the sand.

The childminder fully involves the parents in her regular evaluation of her setting. As well as completing questionnaires the parents are invited to make confidential remarks using the compliments and suggestions book. She strives to continually improve her practice, for example, as she undertakes substantial training to enhance her skills in support of her work with young children. The childminder organises her home so that children have easy access to a variety of good quality resources and play materials, that support their play and learning. Children are supervised well and the childminder is always on hand to offer support. She has a good understanding of equality and diversity, which has been developed through the attendance at a training event. Her toys and resources reflect different cultures and backgrounds, which enable children to view positive images of the wider world.

The childminder has excellent relationships with parents. Comments from parents include, 'she is very calm, patient and serene when dealing with the children' and the childminder 'has really provided a home from home for my child'. The childminder shares learning journals and daily diaries, which include photographs of children at play and details each child's development. This effectively ensures parents have exceptionally good feedback from the childminder on how their child is developing. The childminder fosters positive relationships with others providing the Early Years Foundation Stage, such as the staff of the local pre-school, which ensures continuity and consistency of care and learning.

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

Children are confident and independent learners and are able to initiate their own play. They make good progress in their learning and development from their individual starting points. Children are provided with a range of experiences and activities which support their needs as the childminder has a good understanding of how young children learn. They are happy and secure in the childminder's care and they show affection for her as they give her cuddles. Children are quickly developing their methods of communication; they benefit from the childminder's patience and encouragement as they begin to learn new words and try to join in conversations. They freely access books for the book shelf. They turn the pages with care and talk about the pictures. Children are encouraged to solve problems for themselves, such as, turning on battery operated cars to make them ride around the track. The childminder makes good use of incidental opportunities to develop children's understanding of mathematical concepts such as shape and colour. Children enjoy finding outfits within the dressing up box and they are fully supported in trying on the costumes that include a dinosaur and a fairy.

Some children bring their food with them from home, which is complemented by a range of fresh fruit snacks that help meet their nutritional needs. For the other children the childminder provides nutritious meals that are freshly prepared. Snack and mealtimes take place with the children and childminder sitting together at the table, which makes for a sociable occasion developing children's social skills and good manners. Children adopt simple good hygiene routines when they wash their hands before eating. They access an environment that is hygienically clean and they adopt simple good hygiene routines when they wash their hands before eating. Children develop an awareness of the need for a healthy lifestyle as they enjoy fresh air and exercise on a daily basis as they play in the garden or visit toddler groups. They also go on outings to see farm animals in the school holidays.

Children find out about the world around them, for example, when the childminder points out the Chinook helicopter in the sky and where it is going. They are continuously praised for their achievements and efforts and the childminder has a gentle approach when she interacts and talks with children. Positive methods for managing children's behaviour are fully discussed with parents to ensure consistency between the childminder and home. The childminder is skilled at highlighting children's likes, dislikes and interests and channelling these interests to encourage them to undertake different activities. For example, she introduces a dumper truck into the sand pit which then captures the children's attention and they then explore the properties of the sand.

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	1
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	1
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

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