

Inspection report for early years provision

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Inspection date	28/04/2010
Inspector	Christine Stimson
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 January 2010. She lives with her husband and child, who is in the early years age range, in a ground floor maisonette. Her home is located in a residential area of New Malden, Surrey. Motspur Park mainline railway station, which has direct links to London, is within close proximity. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for one child in this age group. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from the local school and nursery. She attends a local children's centre and the library on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, occupied and relaxed in the care of the childminder. They play in a clean, safe and child friendly environment where they enjoy the resources and activities provided for them. The childminder makes sure her home is regularly risk assessed to ensure it is a safe environment for children. She embraces training opportunities, which she uses to increase her knowledge and improve her practice. The childminder has started to self-evaluate her practice and uses this to identify areas she feels she needs to expand on and address. The childminder has established a good partnership with parents and this contributes to the continuity of care for children. Children feel included, safe and valued whilst being cared for by the childminder.

What steps need to be taken to improve provision further?

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

- use observations of children's achievements to plan for the next steps in their learning
- use children's experiences as the starting point for their learning journey based on their own individual interests, knowledge and skills
- take steps to prevent intruders entering the premises through the gate leading from the garden to the communal walkway
- make sure the towel rail in the bathroom does not pose a risk to children

The effectiveness of leadership and management of the early years provision

The childminder follows safe routines when on outings, which teaches children to keep themselves safe. For example, pointing out the red and green man at designated crossings and talking to them about using gentle hands when playing together. The childminder has a good understanding of child protection issues and is planning to complete additional training later in the year. She is aware of the procedures she must follow if she has concerns about a child in her care and has devised a safeguarding policy to help guide her practice. The childminder has written risk assessments for her home, the garden and for all outings undertaken with children. These are regularly reviewed with any hazards noted and acted upon. However, the gate in the garden is not padlocked as routine and the towel rail in the bathroom can get hot to touch. Both of these areas compromise children's safety. All adults in the home have been vetted to ensure they are suitable to be with children.

The childminder is beginning to self-evaluate her practice reflecting on strengths and areas she feels need to be developed. She uses this to strive for continual improvement and has completed a home based childcare course and plans to further her childcare qualifications. Children have an organised day with lots of outings to interesting venues where they socialise with other children and play with larger equipment. This helps children develop an understanding of the wider world. This is further promoted as they access a wide range of resources in the childminder's home that promote positive images of culture and ability.

The childminder plans for children's individual needs and manages their routines in accordance with parent's wishes. She uses her written policies and procedures to support her work and shares these with parents to ensure they are clear about her practice. Partnerships with parents are good and this contributes to children's well being and learning. Parents are kept informed of children's achievements through verbal exchanges and the sharing of a daily diary that is full of information about their child's day. The children in the care of the childminder do not attend other settings, but the childminder is aware she must establish links with children's key workers when this happens to ensure continuity of care and learning. The childminder has devised a form to find out about children's routines and preferences but this does not include children's starting points in terms of their ability, which would help her to build on what children already know.

Children have access to a wide range of age appropriate and good quality resources. The childminder is a regular user of the local toy library and as a result children play with some colourful, educational toys that stimulate and engage them. As they play the childminder moves in to extend their learning, pointing things out to them and engaging them in conversation that promotes language and numeracy. The childminder is developing her planning of activities within the Early Years Foundation Stage framework and understands the need to have a balance of adult and child led activities. Children's achievements are noted and linked to the six areas of learning. The childminder notes children's next step of development but does not always carry these forward into future planning.

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

Children confidently self-select from a lovely range of toys and are learning to play together and take turns with the resources. Most days children are out in their local community where they visit children's centres. Here opportunities are provided for soft play, where children can learn physical skills. They also take part in messy play activities, where they explore texture and learn to be creative. Children are regular attendees of the library where they stay for story time and choose books that the childminder reads to them at the end of each day.

Children are busily occupied whilst playing in the childminder's home, which she has made a child friendly environment. Children move freely from the playroom to the lounge and into the garden. The childminder extends learning well by helping children to learn about number whilst playing. For example, children play with a bag of real wood logs and shapes and some large wild and domestic toy animals. As they come out of the bag the childminder names them and makes the sound of the animal; children copy her and touch and stroke the animals. Later they are counted with children repeating the numbers up to seven. Their imaginations are explored during this activity as the childminder and the children gather foliage from the garden to make a jungle for the animals to live in.

Children are learning to adopt healthy lifestyles. For example, they are given regular opportunities to develop their physical skills at the groups the childminder attends with them. They wash their hands before meals and after playing in the garden, which helps children learn about good hygiene practice. The childminder makes sure children have a balanced diet whilst in her care with home cooked food, regular drinks of water and fruit based snacks. Children's safety is important to the childminder who warns children to stay close by her when they are in the park and discourages them from putting things in their mouths.

Children's behaviour is good and consistently managed with distraction used as the preferred method for the children in her care. Children listen to the childminder as she talks and are learning the boundaries and daily routines that help them feel secure.

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	3
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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