

Inspection report for early years provision

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Inspection date	01/09/2010
Inspector	Gillian Cubitt
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 registered in 1998. She lives with her husband and works with her daughter, who is also a registered childminder, from her home in Wallington, Surrey. The house is close to Wallington shopping centre and main line stations. There are parking facilities outside the childminder's home.

Children have the use of all downstairs rooms and a bedroom for sleeping. There is a conservatory which is converted to a children's playroom which leads to the rear garden.

The childminder is registered on the Early Years and compulsory part of the Childcare Register. She is registered to care for a maximum of six children overall, three of whom may be in the early years age range. When working in partnership with her daughter, the number of children permitted is eight at any one time. At present there are two children on roll, one in the Early Years age range and one child on the compulsory part of the Childcare Register

The family have a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the provision is good. The childminder's good knowledge of the children she is caring for means she is able to provide a service which meets their individual needs, working effectively in partnership with parents and others. Children are safe and secure because the childminder has implemented effective measures and ensures close supervision is afforded at all times. There is a friendly and supportive partnership with parents who feel involved with their children's learning and development. The childminder acknowledges children's differences and observes inclusive practice. The childminder is committed to making improvements and this is reflected in the evaluation of her provision.

What steps need to be taken to improve provision further?

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

- implement a system to obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health) 30/09/2010

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

- extend the present risk assessment to include anything which a child may come into contact such as the pond area in the garden garden

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder ensures they are closely supervised at all times whilst playing in a safe and secure environment. The childminder also ensures that all persons who come into contact with the children are safe to do so. Risk assessments are a regular feature of the childminder's administration. She is rigorous in her checks for safety in the home. She is aware of safety hazards in the garden, although as children have not been using this area because of the pond, no formal risk assessment has been completed.

The childminder offers a well organised and welcoming environment for children. The spacious conservatory has a good selection of resources which are easily accessible, enabling children to be independent in their choices. The childminder maintains a focused approach to meeting the individual needs of the children and the written policies and procedures clearly underpin practice. All the key documentation pertaining to children's care is in place and this includes parents' permission for the childminder to give medication at the start of childminding. However, there is not a system for parents to sign their consent for each new medication request. This is a requirement to protect children's health. The childminder has a positive attitude to continually improving the services she provides and this is fully supported by her thorough written self evaluation where she identifies areas in her practice which she plans to improve. In addition, she identifies training needs and has updated essential qualifications, such as first aid as well as completed courses on the Early Years Foundation Stage and for the Common Assessment Framework. This helps her in her plans to continuously improve on her practice.

The childminder has a particularly friendly and warm partnership with parents. Her welcoming attitude makes parents feel that they are part of an extended family where children's needs are at the centre. Her ability to address children's individual needs enables her to give the appropriate support, encompassing equality and diversity. Information about the children's care is shared with parents in many ways, through written documents and verbal communication at the end of each day. Parents confirm that they are confident in the childminder's ability and trust her completely to ensure children's welfare, safety and learning requirements are achieved. The childminder also has established good partnerships with her local authority and other facilities that the children attend, such as schools, which ensures the childminder is kept well informed of good practice and she keeps up to date with children's overall progress.

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

Children have access to a good variety of toys and resources that support their play and help them to thrive in their learning and development. Children develop a good sense of independence as they fulfill their need to explore, playing happily in a well resourced conservatory area. Their personal and social skills develop because they make friends with the other children where they learn to take turns and help each other. Children enjoy choosing books and making up stories from the pictures they see which shows that children are beginning to understand that print has meaning. There are many opportunities for children to count in their everyday play activities, such as counting trains and bricks and seeing printed numbers in books which extends learning and understanding. Children are keen to develop their creative skills and enjoy cutting and sticking exercises to create attractive collages. Children's physical skills are promoted and supported well with a good selection of outdoor activities in the garden, such as slides and bikes. They also visit local parks where they experience more challenging physical exercise on the climbing frames and swings. Children learn about their world through outings and activities the childminder brings to the home, such as when children ask about the Queen the childminder obtains pictures and information so that they can talk about what the Queen does and the Crown Jewels. Children also have opportunities to learn many skills through one activity, such as making rock buns where they weigh ingredients mix them and enjoy eating the end result. Children observe nature in the garden, various plants and visiting birds. They also enjoy their daily excursions to local parks, shops and to school where there are many opportunities to chat and describe what they see which promotes their observation of the world about them. Children enjoy being with the childminder and relate to her very well. The childminder is fully aware of the six areas of learning and all her activities link to improving children's outcomes. Her written observations are excellent and clearly show the progress children are making. These are supported with an interesting range of photographs which both children and parents like to view. Children behave well because they are continually occupied and the childminder gives them warm encouragement with appropriate praise. Children learn to keep themselves safe because the childminder is rigorous in her assessment of risks. Children know they must remain close to the childminder especially when visiting public places and they know why they wear their colourful wristbands with essential contact numbers in the event of an emergency. Children acquire healthy hygiene habits because the childminder introduces them to good routines in their personal hygiene which is encouraged from a very early age. Children's dietary needs are discussed and regularly reviewed with parents. As a result, the childminder provides children with a range of nutritious meals.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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