

## Inspection report for early years provision

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<b>Unique reference number</b>	EY363107
<b>Inspection date</b>	07/10/2010
<b>Inspector</b>	Michele Beasley
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives with her partner, and school aged child in a house in Kingston upon Thames, Surrey, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except the master bedroom on the first floor. There is an enclosed garden for outdoor play. The family have a pet highland terrier dog and keep goldfish in an aquarium.

The childminder is registered to care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age range. She is currently minding three children in this age group and two children who are school aged. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is qualified and a member of the National Childminding Association. The childminder collects children from the local school and attends several toddler groups on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the childminder's ability to provide them with interesting activities which enable their progress in all areas of learning. The childminder provides children with a range of toys and resources which are easily accessible and has a clear understanding of their individual development. Children's individual interests and skills are observed and assessed and there is a system to plan for their progress covering all areas of learning and development based upon the early years practice guidance. Parents are welcomed into the childminder's home and she shares information about children's welfare experiences and development with them. Records required to meet the welfare and learning requirements of the Early Years Foundation Stage are mostly in place, however, fire drills are not recorded and evaluated. The childminder has begun to evaluate her service using the Early Years Statutory Framework.

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

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

- ensure fire evacuation drills are recorded in a fire log book of any problems encountered and how they were resolved
- develop systems of self-evaluation to identify and maintain continuous improvement

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

The childminder has a good knowledge and understanding of child protection issues as she attended training previously and she makes appropriate arrangements to safeguard children. She shares her policies and procedures with parents so that they are informed about her arrangements. She works closely with parents, sharing information about the care she offers and obtaining consents from parents, such as, for to seek advice or medical treatment in the event of an emergency. Parents are kept informed about the experiences of their children through the use of verbal and written feedback. There is a good exchange of information facilitated through the use of a daily sheet for younger children. The childminder notes children's experiences in her care, including what they have eaten and how long they have slept for. The childminder discusses their development, enabling consistent practice between children's care at home and their care. The childminder is aware of other agencies and organisations she can refer to or consult with in order to support the children she cares for.

The childminder has made a record of her risk assessments which includes outings. The childminder has resources available to meet children's needs; there are boxes full of toys and resources that children can independently access from shelving. Children help themselves to various books, dolls and puzzles, including those reflecting disabilities and diversity.

The childminder uses the Early Years Foundation Stage to support the learning and development of the children. The childminder has a good understanding of the framework, observations and activities are being evaluated to plan for children's progress. Children benefit from appropriate routines within the home which ensure that they are cared for in clean, homely surroundings offering them a stimulating selection of activities with access to toys and resources that they enjoy.

The childminder has begun to evaluate her service using the knowledge she has gained from her experience as a nanny. She has a valid first aid certificate and has attended work shops on child care to ensure her skills are up-to-date. She plans her day and delivers an interesting and stimulating programme for children.

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

Children enjoy the time they spend with the childminder because they have access to a variety of toys, resources and activities inside the home. The childminder takes children on local outings, to childminding groups, the library and the park. These activities support all aspects of their development, including their social skills and their understanding of the community.

Children are supervised and protected by the use of reins and sitting in a buggy when they are taken out. The childminder also ensures they learn about keeping

safe by enabling them to learn about road safety. Children are cared for in a safe house; the use of safety gates stops children from going up the stairs to the first floor of the home. The childminder supervises all the areas younger children use and only allows older children to access the bathroom independently.

The childminder has plans to evacuate the premises in the event of an emergency and has identified places where they can wait for help in safety. There are regular checks on the smoke alarms and there is a fire blanket available for use to ensure the risks from fire are minimised. Fire evacuations are practised which could ensure children's safety in the event of an emergency. However, these are not recorded and evaluated. Children's health is well protected as the childminder implements good practices to ensure children wash their hands before eating. They have their own individual initialed towels, toothpaste and toothbrushes are encouraged. Children benefit from secure procedures to protect them from infection when they eat, are fed or changed.

Children's learning and progress is supported by the childminder who observes and assesses their skills, understanding and abilities. The childminder records her observations, referencing these to the Early Years Foundation Stage. These are evaluated to ensure children make progress in all areas of their development and parents are given the opportunity to contribute to their child's records. The childminder displays children's work, thus acknowledging their achievements which promotes their self-esteem and ensures they feel good about what they do. Children are encouraged to help tidy toys away and the positive reinforcement enables them to build upon their skills and to learn right from wrong. Their behaviour is good.

Children show independence and make choices about the activities they become involved in, such as selecting from the range of toys, resources and books. They learn an awareness of their own safety as the childminder reminds them of safety when walking outside and using road crossings. The childminder reminds them how to behave safely indoors when playing and encourages them to be sensitive towards one another. Children enjoy their time with the childminder and their stimulating learning experiences enable them to build upon their skills and their understanding. For example, children take sensory walks around the garden focusing on the natural environment such as the colour of the sky how the trees and leaves are changing. They make colourful painted necklaces out of dried pasta paint, glitter and glue. Children particularly enjoy playing with dolls and soft toys, pushing them around in pushchairs. They look at pictures in books and listen to stories read to them. They benefit from access to electronic toys and grow tomatoes, strawberries, potatoes, lettuce, carrots, courgettes. The childminder interacts with the children at all times. Children respond positively to the childminder going to her for cuddles and gesturing her to play.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

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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	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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