

Inspection report for early years provision

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| Unique reference number | EY341116 |
| Inspection date | 04/10/2010 |
| Inspector | Linda Close |
| 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 2006. She lives with her husband and their family in a house located in a residential road in West Molesey in Surrey. The local authority is Elmbridge. There are two children in the family, both of whom attend primary school full-time and are not in the early years age group. The whole of the ground floor of the home is used for childminding and there are toilet facilities on the ground floor. French doors give children direct access to an enclosed garden for outdoor play. Children sleep in travel cots in bedrooms on the first floor. Older children can play in the two children's bedrooms upstairs after school and during school holidays. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time and, of these, three may be in the early years age group. The childminder currently has eight children on roll who attend for a variety of hours. They range in age from 15 months to nine years old. The childminder walks to local schools to take and collect children and she attends the local children's centre and a range of parent and toddler groups. Access to the childminder's home is level apart from two shallow steps at the front door and there are toilet facilities on the ground floor with stairs up to the first floor. The childminder has recently gained a National Vocational Qualification at level 3 in Childcare, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder achieves her aim of providing a 'home from home' for the children who attend. She welcomes them into a very well organised environment. Children play happily and, with the childminder's help and support, they make good progress towards the early learning goals. The childminder is keen to maintain good standards and she updates her knowledge and skills through personal study and through attending training courses. The childminder has established a good working partnership with parents and the adults work well together to meet the welfare and learning needs of the children. The childminder evaluates most aspects of her work effectively and she works well to secure ongoing improvement.

What steps need to be taken to improve provision further?

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

- ensure that the rotary washing line in the garden is made safe when not in use
- further develop planning systems showing clearer links between identified next steps and planned activities

The effectiveness of leadership and management of the early years provision

The childminder has a responsible attitude towards keeping children safe. She ensures that her home is clean, warm and comfortable for the children. She has devised and follows regular routines for children to learn about fire evacuation and she undertakes regular checks of smoke alarms. Newly installed window blinds have hooks to hold back trailing cords, kitchen cupboards are securely closed and electric sockets are covered. However, the rotary washing line in the garden has no cover when it is not in use which is a hazard that has been identified but not addressed as yet. The childminder makes sure that her child protection knowledge is updated through training and she is aware of the signs and symptoms that would suggest ill-treatment. The childminder ensures that parents understand her responsibilities and she provides them with contact details for the regulator should this be required.

The childminder undertakes a useful self-evaluation exercise each year and her notes provide a clear picture of her childcare provision. She reflects on her systems of observation and recording children's progress and is currently developing and streamlining a new way of keeping these records. The childminder works hard to ensure the ongoing improvement of her work with children and she recently achieved a National Vocational Qualification at level 3 in Childcare, Learning and Development as part of her drive for professional development. She is conscientious in her approach to renewing and updating her knowledge through attending courses provided by her local authority and she has renewed her paediatric first aid training. The childminder identifies children's particular learning needs and she works with parents to provide support where it is required. She helps children to develop speaking skills through listening to them patiently and through modelling clear speech. She knows the children in her care well and she respects them if they prefer to take their time observing activities before joining in.

The childminder provides children with an extensive range of good quality toys, books and resources which are stored in the designated playroom in her home. Many are arranged at a low level for children to make independent choices and decisions. Stacking crates at one side of the playroom provide them with further opportunities to choose and they confidently indicate their favourites to the childminder. Children learn to accept one another's individuality and their activities at the various playgroups serve to extend their knowledge and understanding of a range of people, customs and celebrations. They have enjoyed activities linked to Australia Day, Hannukah, Divali and Chinese New Year and others as well as national festivities associated with Easter, Christmas and Halloween. Parents write very positive notes in their child's contact diaries showing their trust in the childminder and their pleasure at their child's contentment and wellbeing. The childminder adds informative notes to these diaries every time she cares for the children. The exchange of news about behaviour and general comments about food intake, likes and dislikes, sleep times and nappy changes helps the adults to be consistent in their care of the children.

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

Children benefit from their regular outings to local playgroups and children's centres where they meet and play with other children and learn about the give and take of group play. The childminder is on hand to guide them in taking turns and sharing favourite toys at these venues and she continues children's learning about fairness when they play together at her home. They learn that a toy, such as a double buggy with dolls on board, is to be played with by the child who first chose it and others can play with it later.

Children show in their body language that they feel safe with the childminder. They play happily, go to the childminder to be cuddled, are relaxed at nappy changing time and settle down to sleep calmly. They learn to keep themselves safe through talking about road safety when they are out and about and through learning to hold the childminder's hand when they cross the road. They enjoy their free play experiences at the childminder's home. They make good use of wooden puzzles which are commensurate with their level of achievement and the childminder offers more complex puzzles if the children need them. They take a great deal of pleasure from play with a wooden train set which they fit together correctly with suitable guidance and they show a growing understanding of how magnets attract or repel each other in this play. The childminder makes sure that children have suitably sturdy push-along toys when they are taking their first steps. She offers support when babies pull themselves up to stand and walk but she knows when to sit back and watch which enables them to explore their newfound abilities and helps them to develop independence and self-confidence. Children enjoy looking at books. They snuggle up to the childminder to share books with her and she teaches them new words such as hen and chick by vocalizing for them as they turn the pages. The childminder recognises children's particular interests and she capitalises on this by providing pictures of their favourite story book characters which she displays to encourage them to talk. The youngest children are beginning to say a growing number of words.

Parents provide meals and snacks for their children to eat at the childminder's home. The children wash their hands before eating and they learn to sit at the table or in a high chair at mealtimes. The childminder is very well informed about food intolerances and she makes sure that anything she gives to the children is based on healthy choices and meets parental preferences. Children feed themselves with very little adult support and they eat well.

The childminder completes an overall plan for a year ahead which shows the themes that will be covered and how they link to the six areas of learning. Children's files include photographs and observation notes which are informative and their next steps are indicated although this is not always clearly linked to forward planning. The childminder helps the children to learn to count when they are playing. They enjoy play with shape sorters and they learn from the childminder when things are too big or too small to fit in to a space. They have some opportunities to learn about cause and effect when playing with battery operated toys. Taken overall they are developing good basic skills for future

learning.

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

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| 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

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| 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

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| 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

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| 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

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| 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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