

Inspection report for early years provision

Unique reference number	EY410613
Inspection date	29/09/2010
Inspector	Pat Daniels
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2007. She lives with her husband and two children in Addlestone, Surrey. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. Local facilities include the town centre, schools, parks and library.

The childminder is registered to care for a maximum of four children under eight years. She is currently caring for one young child on a part-time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are recognised and considered in an inclusive and welcoming environment. Children settle well and make good progress. The childminder evaluates her provision and improves areas that she identifies for development. She develops positive relationships with parents and enjoys her time with the children.

What steps need to be taken to improve provision further?

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

- provide a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 30/10/2010

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

- ensure that parents review their children's progress regularly and contribute to their children's learning and development record, so that they are involved in setting the next steps in their children's learning
- improve the system of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

All required checks on members of the household are in place, which ensures their suitability. The childminder has a good understanding of the possible indicators of abuse and her responsibilities to protect children. She makes parents aware of the procedures she would follow, should she have concerns. The childminder checks her home every day before children arrive to make sure it is safe. However, she does not have a full record of her risk assessment, which is a requirement. All other documentation is in place.

The childminder has attended an initial training course but has not taken any other training since, to develop her knowledge. However, she keeps up to date with current practice through discussions with other childminders and by reading newsletters and guidance provided by the local authority and other sources. The childminder has adapted her home to make it interesting and welcoming for children; for example, posters are displayed at children's level and toys are stored in trays that are labelled with pictures, to help children make choices independently. The childminder prepares a rug and a selection of toys beforehand, for the baby to enjoy on arrival. She recognises children's individual needs and takes steps to meet them; for example, she follows information from parents about a baby's routines and feeding arrangements, and quickly responds with cuddles and reassurance to comfort the baby.

The childminder ensures that parents are aware of her policies and procedures. She makes time for conversations with parents and uses a daily diary to record relevant information about routines and activities enjoyed. The childminder is aware of the need to develop links with pre-schools attended by older children.

The childminder considers the service she provides; for example, she recognised the need to improve the organisation of her resources and reviewed her practice and made adjustments, so that she is effectively organised and well prepared to meet children's needs. Recommendations made from the previous inspection have been addressed, to clearly demonstrate that accident records are shared with parents. However, self-evaluation is not always a clearly defined process within everyday practice.

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

Children are welcomed as one of the family and quickly settle in the childminder's care. The childminder supports children's learning by helping them to investigate and encouraging communication; for example, when a baby shows an interest in exploring sounds and textures, the childminder presents a variety of toys to support this. She chats to the baby about what is happening and responds quickly to their sounds and gestures. The childminder notices when the baby achieves something new and records this. She uses this information to plan for the next

steps in learning, providing a more challenging activity. However, she does not invite parents' suggestions in her plans for children's development.

Children learn through activities that cover all areas of learning; for example, they visit the local library to enjoy books and stories. They learn to socialise with other children at toddler groups and have daily opportunities for physical play outdoors. There is plenty of space for babies to practise sitting up and rolling around as their skills develop. Hand-eye coordination is encouraged with sound making activity centres. Shape puzzles help babies and young children to begin to learn how to solve practical problems. Children are included in all activities; for example, during a singing and music activity a baby sits in the group and plays with a musical shaker. Resources such as books and toys help children to develop understanding about the diversity within society. The childminder supports this further by responding to children's questions with simple explanations, to help their understanding.

The childminder makes sure that children have a good balance of physical play and times for rest and sleep as part of a healthy lifestyle. She provides a healthy menu of home-cooked meals and nutritious snacks, with a variety of different foods. This encourages children to eat a wide range of different healthy foods from a young age. The childminder liaises with parents to ensure that any dietary needs are met. She has current first aid training and written parental consent to seek emergency treatment in place. This ensures that she can take appropriate action if there is a serious accident or illness. Children learn good hygiene practices through routines from an early age; for example, the childminder wipes a baby's hands before lunch, even though they can not yet feed themselves.

The childminder treats children gently and with respect, providing them with a positive role model. She responds quickly to a baby, so that frustration does not affect behaviour. She uses explanations to help children understand acceptable behaviour. Praise and encouragement is used meaningfully to help children develop self-esteem and confidence.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----