

Inspection report for early years provision

Unique reference number	EY284077
Inspection date	04/10/2010
Inspector	Amanda May

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 2004. She lives with her husband and three school aged children in Thames Ditton, Surrey. The whole of the ground floor and designated bedrooms within the childminder's house are used for childminding. There is a fully enclosed garden available for outside play. The childminder currently works with two assistants at different times during the week.

The childminder is registered to provide care to children under the Early Years register and both the voluntary and compulsory parts of the Childcare register. There are currently nine children on roll. The childminder walks and drives to local schools to take and collect children and visits local parent/toddler groups, the local library and local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and happy in this provision and are making good progress in all areas of their learning and development. The childminder and her assistants are very aware of each child's interests and personalities which ensures that they support them effectively in their care. The childminder is eager to progress and develop her provision and evaluates the setting in discussion with the assistants who work with her. This ensures that the ability to make continuous and effective improvement are recognised and implemented, ensuring that the experiences of the children who attend are improved and made more enjoyable where possible.

What steps need to be taken to improve provision further?

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

- develop existing partnerships with other early years provisions to ensure a consistent approach between settings in the provision of early educational experiences.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as they attend the setting. Thorough risk assessments are implemented and checked regularly. The childminder demonstrates a secure and thorough understanding of issues concerning safeguarding children and is confident in the action required if she had concerns regarding the safety of a child in her care. An effective recruitment process is in place to ensure that the people who assist the childminder in her role hold relevant skills and experience in order to ensure children are well cared for and supported

in their learning and developmental needs. Courses are offered to assistants to ensure they hold a thorough understanding of safeguarding children and the childminder ensures that she also accesses training courses which support her own development.

Each child is making good progress in their development and learning as a result of the adult's dedication to promoting equality of opportunity and raising an awareness of diversity. Children learn to respect one another and develop a thorough appreciation of diversity through a wide range of activities and resources, such as role play with costumes including Sombreros and Saris. The childminder also organises opportunities for the children to learn about other people's beliefs, through visitors coming to help cook Indian cuisine with the children where they make chapattis together before tasting their own cooking.

The childminder develops her service through on-going evaluation. She ensures that she keeps herself and her staff up to date with current issues through accessing relevant websites and guidance. Previous developments made to the setting include ensuring that all staff have contracts of employment and ensuring that the details shared with parents about the complaints procedure are current. The childminder discusses the provision and its strengths and weaknesses with her assistants and includes parents views within in this process. The childminder has very good relationships with parents, along with other professionals who she works with to support children who are in care, or who have additional needs. She is proactive in sharing and seeking information to ensure she is in the best position to support children, such as through seeking key learning themes from other early years provisions which the children attend. However, individual children's next steps in learning are not currently discussed. This means that the childminder may not be as well informed about children's learning needs as she could be.

Children enjoy the opportunities available to them and benefit from a well resourced play room which they independently use to access a range of resources and toys which they share with their friends.

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

Children are making very good progress in their learning and development due to the childminder and her assistants having a thorough awareness of each child's needs and interests. Children are well supported as they play in a safe environment and as they develop their awareness of keeping healthy. Children enjoy eating meals and snacks together as they sit up at the table and talk about their weekends and what new things they have done. The childminder demonstrates through practice to the children how to be healthy and ensures children are protected from the spread of illness through a thorough and effective nappy changing routine. Older children are supported and they develop their interest in using the potty for the first time and children are actively encouraged to wash their hands, using a step up to the sink to promote their independence.

The childminder demonstrates a very good understanding of the children who attend her setting and this provides opportunity to ensure that the activities provided and offered to the children meet their individual needs and allows the adults to provide additional levels of support to the children who need it. Children enjoy opportunities to be creative as they paint and decorate fabric bags before sticking on lots of glitter and sparkles. Babies also join in the fun as they are encouraged to try to mark make with paint and enjoy investigating the paper and the crunching noise it makes when they screw it up. When a child returns from nursery they are quickly encouraged to join in the fun as they make Halloween models with the play-dough. The childminder is aware of each child's current abilities and has planned next steps in learning for each child to support their progression. For example, to support a child's interest in counting children go for a walk to count different coloured cars, developing a simple chart to record how many they see of each colour. Babies are equally well supported in their development as they practice crawling and pulling themselves up on low furniture and as they practice holding their bottles of milk as they drink, helping to develop their co-ordination and independence.

Children are confident in approaching adults to ask questions and enjoy snuggling up on the sofa in the playroom as one of the assistants reads them a story. Others enjoy role play as they do the washing and use relevant props to support their imaginary play. Babies also enjoy one on one time with the adults who sit with them on the floor and offer interactive toys. Children are developing secure friendships and co-operate and work together to achieve in their play and have an excellent awareness of their friend's feelings.

Systems in place support each child in their learning and development to a high standard helping to ensure they gain the relevant skills needed for a successful future. The childminder is passionate about her role and this is reflected in the happiness displayed by all children as they become inquisitive and motivated learners.

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	1
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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met