

Inspection report for early years provision

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Inspection date	26/10/2010
Inspector	Carol Newman
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 has been registered since 1997. She lives with her husband and one adult and one school aged child in Tolworth in the London borough of Kingston upon Thames. The whole of the childminder's house, except the main bedroom, is used for childminding and there is a fully enclosed garden for outdoor play. Local facilities include several local schools, local shops, parks and bus routes. The childminder has two cats.

The childminder is registered to care for a maximum of six children under eight years. She is currently caring for 10 children, of whom six children are in the early years age group. All children attend 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 childminder holds an NVQ4 in Children's Care, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that all children are provided with a good standard of care and learning experiences. She has made a very good start with identifying the strengths and areas of development for her provision. She uses this knowledge to ensure she maintains and continually improves the quality of the children's activities and how she ensures their welfare needs are met. The childminder is very well organised and she thoroughly enjoys her time with the children.

What steps need to be taken to improve provision further?

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

- develop further the assessment of children's next steps in order to inform the planning of activities
- ensure the written risk assessments include all hazards to children, for example, plants in the garden.

The effectiveness of leadership and management of the early years provision

Children are suitable safeguarded because all adults in the household have current enhanced Criminal Records Bureau disclosures. The childminder has attended Common Assessment Framework training and has a good understanding of the procedures to follow should she have any safeguarding concerns about the children. Attendance records are very well maintained and this contributes to children's safety.

The childminder regularly attends further training to update and develop her knowledge and she is well qualified and experienced. This contributes to the quality of the children's experiences. She is in the process of conducting a thorough self-evaluation of her provision and she has begun to clearly identify her strengths and areas for development, for example, she knows that she wants to continue to develop her records of children's progress and their next steps in learning and development.

The childminder is fully aware of the children's cultural differences and she organises her provision to encourage their understanding of the wider world. Children have the opportunity to play with a wide range of resources that reflect different cultures and religions. The childminder encourages children to become involved in recycling while they are at the provision. This encourages the children to work towards a sustainable future.

The childminder has proactively developed excellent links with the other provisions children attend, for example, she made an appointment with the nursery teacher to discuss the children's activities and to determine how she can ensure her provision is complementary. The childminder takes steps to ensure there is a three way exchange of information between herself, parents and other providers. This ensures children receive a high standard of holistic care and education. Parents are extremely happy with the childminder's provision. They are kept exceptionally well informed through daily diaries, photographic evidence and clear information when childminding starts. Parent questionnaires ensure parents are provided with the opportunity to contribute to the childminder's evaluation of her provision.

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

Children feel safe and settled in this warm and welcoming provision. The childminder supports their play very well by joining in with their games. She provides additional resources that children can use freely and she asks questions, such as 'Where is the fire?' to encourage them to extend their play scenarios to foster their imagination. All children are involved in tidying up and this helps them to understand how to cooperate with each other.

Children have easy access to a very good range of well-stored resources that promote learning in all six areas, for example, they build vehicles with construction blocks to support their fire service role play. Strong friendships are fostered as the children play very well together and enjoy each other's company.

Children use cars, bricks and the walk home from the school collection to foster their understanding of number. They try to identify the numbers on doors and they sort the cars as they play with them. Children enjoy looking at books with the childminder. Titles, such as 'Starting School' and 'Fireman Sam' relate to children's interests and prepare them well for the next stage in their learning.

Children enjoy physical play in the nearby park and the garden. They collect leaves, observe squirrels and the effects of autumn. Then they interpret this practical knowledge in their art and craft activities as they paint and make collages.

The childminder knows the individual children well. She plans a range of activities to meet their needs and she makes detailed observations of their play and learning. The childminder informally identifies children's individual next steps. However, her systems are not sufficiently developed at present to ensure all of the children's next steps inform the planning of activities. The childminder takes steps to move children on in their learning at a pace that is suitable for each child.

Children learn how to keep themselves safe as they regularly practise emergency evacuation drills. Clear risk assessments that are regularly reviewed are in place. They cover most areas of the provision indoors and outdoors. However, the procedures followed to protect children from the hazards posed by some garden plants are not included in the documentation. Despite this, children are taught to respect plants when they play in the garden.

Children benefit from a good range of healthy practices, such as effective hand washing procedures, lots of fresh air, well-planned nutritious menus and well-maintained accident and medication records. Children learn the benefits of clean teeth when they take part in making teeth cleaning timers and when they complete the charts supplied by the dentist.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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