

## Inspection report for early years provision

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<b>Unique reference number</b>	EY407176
<b>Inspection date</b>	16/11/2010
<b>Inspector</b>	Carol Willett
<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).

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 was registered in 2010. She lives with her two adult children in Walton-on-Thames, Surrey. The whole of the ground floor of the childminder's house is used for childminding and toilet facilities are provided on the first floor. The top floor of the house is not included in the registration. A secure garden is available for outdoor play. The childminder is registered to care for six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for six children of whom three are in the early years age group. The childminder is registered on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register. Currently there are no children on roll. The family have a dog. There are schools, toddler groups and parks in the local area.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are secure and happy and enjoy their time with the childminder as she is gentle, warm and caring and enjoys being with young children. Children play in a well-organised, safe, welcoming family environment and develop secure, confident relationship with the childminder. The childminder provides an inclusive service; she uses her childcare experience to plan for individual children's development and completes development records for some of the children in her care. She realises the benefit of reflecting on her practice and has started to complete a self-evaluation process though this is in the early stages; she has identified areas for improvement to ensure continuous improvement.

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

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

- improve hygiene procedures with regard to hand washing before eating
- develop the self-evaluation systems to ensure all strengths and areas in need of development are identified and addressed in order to ensure continuous development; include parents in the process
- ensure assessments records are in place for all children in the early years age group to show how they are making progress in their development.

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

Children stay safe; they are confident and happy in the childminder's care as she has a good knowledge of the requirements of the Early Years Foundation Stage. She has a secure understanding of her role in protecting children and she always

closely supervises them. She is aware of the signs and symptoms of abuse and is committed to taking any necessary action to protect children from harm. The childminder is safety conscious and takes positive measures to keep children safe in her home and when out and about. For example sockets are covered, safety gates are in place and the front door is secure. She completes daily checks and has written risk assessments for her home and garden and for regular outings. The childminder's house is very clean and well organised and she has good hygiene routines in place including those that protect children around pets as she has a dog.

The childminder promotes children's welfare and supports their learning and development. She realises the benefit of self-evaluation though this is in the early stages and does not effectively identify areas and actions for improvement. She is planning to increase the resources for older children asking them to contribute their ideas and has identified some training needs, for example, to complete a diploma in home based day care. The childminder maintains the required documentation and she has a suitable range of policies and procedures in place which are shared with parents and that enables her to have a very good knowledge of the children and to effectively promote their welfare.

The childminder develops good relationships with parents and they are very positive in their praises of the service the childminder provides. Comments include 'very impressed with the quality and consistency of care provided', 'children enjoy an impressive variety of activities particularly in holidays as they visit aquariums, farms and pick fruit'. The childminder has effective communication systems. Information is shared well so children's needs are consistently promoted through informative well written daily diaries and her policies and procedures. The childminder shares her observations and the assessment records for some of the early year's children with parents. She has not developed records for every child in the early year's age group when they attend nursery class. The childminder discusses all the children's progress and next steps in learning with parents which keeps them involved in their children's learning. She develops effective links with other settings children attend, passing on information as needed. The childminder promotes inclusive practice as she knows the children very well through her observations and discussions with parents. She enables them to be independent in their play and organises her home very well so children can initiate their own play and learning. Children confidently select toys from the low shelving units and toys stored around the play room. The childminder provides a broad range of good quality age-appropriate resources and interesting activities for the children both inside and outside, so they are challenged and motivated to learn and make choices.

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

The childminder has a warm gentle manner as she develops close relationships with the children in her care. She provides a child-friendly nurturing environment where children clearly enjoy their time and make good progress in their

development. She devotes her attention to their needs supporting their play well. Young children confidently explore the safe environment finding the interesting toys available for their play such as the dolls and role play kitchen. The childminder knows the children well through her observations, childcare skills and discussions with parents. She is aware of children's non-verbal communication and emerging language. She talks clearly and uses facial expressions as she interacts with the children. She waits and listens for their response during story sessions as the children love to sit and look at books with her, encouraging communication and language development. Children learn to count the sheep whilst looking at the animal books. They learn problem solving skills as they complete simple age-appropriate jigsaws showing good concentration and perseverance as they are sensitively encouraged by the childminder's gentle manner. Children confidently seek the comfort of the childminder's lap to look at a story books as she sits on the floor with them. The childminder's experience as a nanny enables her to provide a wide variety of stimulating activities that encourage all aspects of their learning and development. Photographs and records provide an attractive record of the children's activity and ongoing development. However, records are not fully in place for all children in the childminder's care when they only come for a short while after nursery. The childminder is developing in confidence as she uses the Early Years Foundation Stage curriculum to identify the next steps in children's learning in each area of learning in order to plan progress.

Children develop trusting relationships with the childminder going to her for cuddles as needed. They clearly feel safe as they settle quickly for their morning sleep as the childminder follows their home routines and their needs. They confidently explore the environment and use the resources accessible to them, particularly the jigsaws which absorb them for a good length of time and IT toys pushing buttons and watching the effects. Children learn to use a range of toys, tools and utensils such as spoons, scissors and paint brushes as they develop their fine motor skills during craft activities. The childminder has a good awareness of the children's stages of development and talks to parents discussing any concerns they have about their children suggesting where to seek additional help as needed.

Children enjoy healthy lunches provided by the childminder who has a good awareness of healthy eating. The children have regular meal times with easy access to drinking cups throughout the day to prevent dehydration. The childminder is well organised and provides regular routines so the children have sufficient activity, rest and nourishment to promote good health. The childminder has generally good hygiene routines and she encourages older children to wash their hands appropriately providing individual towels to prevent the spread of cross infection. However she does not always wash babies' hands before they have their snacks and lunch. Children engage in a variety of physical activities relevant to their age and abilities. For example, the younger children have opportunities to pull themselves up to standing and have push-along toys to encourage walking excitedly encouraged by the childminder.

Children learn to behave well. The childminder provides a positive learning environment and children's self-confidence is encouraged meaningfully through the praise and reassurance. Children develop an awareness of looking after the toys and resources as they help to put them away. Older children are encouraged to

talk about and express their feelings through the expressions paper plates they make.

The childminder encourages good manners at meals times as she sits with them developing social skills. They learn to say thank you and please as they are given their lunch.

Children make good progress in all areas of learning, developing good skills for future learning encouraged by the range of activities and experiences the childminder provides. They are able to make choices, and play independently. They show curiosity and interest in new experiences and activities. Regular outings in the community include visits to soft play areas, parks and toddler groups, which help the children to develop an awareness of the local community and the wider world.

## 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	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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### 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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