

Inspection report for early years provision

Unique reference number	EY312438
Inspection date	09/11/2010
Inspector	Debbie Newbury

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.

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 registered in 2005. She lives with her husband and ten-year-old child in Staines in Surrey. The property is close to the river, parks, toddler groups, pre-schools, and shops. The whole of the ground floor of the home is used for childminding, with bathroom facilities in this area. Children sleep upstairs as necessary. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is permitted to care for a maximum of four children under eight years of age at any one time, of whom not more than three may be in the early years age range. She is currently minding three children in the early years age group. Days and times of children's attendance vary.

The childminder undertakes pre-school runs as required and she regularly takes children to a Surestart family centre, toddler groups, out for walks, to a soft play centre, theme parks and farms.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in a welcoming environment, where they are treated with warmth and affection. The childminder works hard to meet children's individual needs and she fosters successful partnerships with parents. Arrangements for promoting all aspects of children's welfare and for supporting their learning and development are effective. The childminder demonstrates a sound capacity to maintain continuous improvement through training and ongoing evaluation of her practice.

What steps need to be taken to improve provision further?

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

- develop further use of self evaluation, with particular reference to seeking parents' views on the care and education you provide and extending the content of the complaints procedure.

The effectiveness of leadership and management of the early years provision

The childminder has a very clear understanding of her role and responsibility in keeping children safe. She has an awareness of issues relating to child protection and the procedure she should follow in the event of any concerns. This, together with effective use of risk assessment and appropriate safety features that take

account of the ages and developmental stages of the children present, mean that arrangements for safeguarding are fully effective.

The childminder holds a valid first aid certificate and has recently achieved a National Vocational Level 3 qualification in children's care, learning and development. This demonstrates her commitment to continuous professional development & improving outcomes for children. The childminder is clearly reflective of her practice and is mostly successful in identifying areas for improvement. For instance she intends attending a course relating to planning and has been thinking about how she can extend children's understanding of the importance of exercise. She has recently started to make use of a formal self-evaluation system as a way of helping her to monitor her childminding provision. The childminder's home is clean, comfortable and safe. Children gain confidence in their surroundings as they have the freedom to move around. The childminder maintains all required documentation relating to childminding activities well.

The childminder actively promotes equality and diversity. Children explore resources that reflect positive images of social diversity and are presented with different activities that help them learn about different traditions and celebrations, both their own and those of others. They see their pictures and photographs of their families displayed, which adds to their sense of belonging and shows that their artistic efforts and the special people in their lives are valued. The childminder manages the individual needs of each child well, giving everyone equal time and attention and ensuring that the uniqueness of all is fully valued and nurtured.

The childminder has devised mostly effective systems for ensuring parents are well-informed about the way she organises her childminding service, although her complaints procedure lacks a little detail. Informal discussions, the completion of a daily diary, inviting parents to view their child's learning journey and scrapbook, alongside a recently introduced written report which summarises children's achievements and progress across each area of learning, enables parents to feel involved and included in their child's day. In written testimonials provided for the inspection, parents speak highly of the childminder. They appreciate the care their children receive and the broad range of activities and experiences provided, which they feel meet their children's needs and ensures they are stimulated and their development supported. The childminder issues parental questionnaires at the end of a child's placement with her, but this arrangement does mean that she misses opportunities to formally seek parental input on more regular occasions and thus take forward any suggestions they may make. The childminder understands the importance of developing links with other providers of the Early Years Foundation Stage to ensure a shared approach to children's care, learning and development and any extended support. She is devising good systems for this.

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

Children are very secure and at ease with the childminder and they enjoy one another's company. They are well supported in learning acceptable ways to behave because the childminder acts as a positive role-model for polite, co-operative behaviour. She has a consistent approach to behaviour management and helps children understand the need to share and take turns. Thus, children learn to respect the needs of others. They receive lots of praise and encouragement which effectively promotes their self-esteem and confidence.

Children make good progress towards the early learning goals and gain important skills to support their future learning through a broad range of activities inside and outside the home. They have lots of fun and remain interested, whether joining in with a game of darts using magnetic darts, exploring independently chosen toys or jumping in puddles. They notice that the puddles get larger as they move the gravel aside with their feet and that the leaves they find will float in the puddles. The childminder responds to the children's queries, for example, explaining that the puddle stops near the fence because the ground is higher here. A game of bowls promotes turn-taking and counting. The childminder talks to children about Remembrance Day and invites them to make poppies. They have the freedom to use the different materials provided as they wish, and there is lots of giggling as the tissue paper sticks to their fingers. The childminder makes good use of different amenities, both locally and a little further afield, to add to the range of experiences children have and to enable them to mix with other children and develop their social skills. She supports their learning by joining with their play, engaging them in conversation and asking questions that encourage them to think. Each child has a learning journey and scrapbook which tracks their achievements and progress and is used to help identify the next steps in their learning.

Children are presented with an interesting selection of age appropriate play materials that have regard for each area of learning. They can help themselves to a good variety of these, which promotes choice and decision making. The childminder regularly rotates toys with others she stores upstairs, to keep the play provision fresh and appealing. She presents some resources beautifully, which invites interest. For example, a pirate ship is positioned on a low level table which is covered with a tablecloth that looks like the sea and toy sea creatures and shells are placed on top of this. Children and childminder investigate the shells, and endeavour to see if they can 'hear the sea' as they place them to their ears.

The childminder supports children in developing understanding of how to keep themselves safe. For example, she intervenes promptly to guide children away from potentially unsafe practices, such as when they stand on the sofa, and offers clear explanations as to the possible consequences of their actions. Children learn about road safety and stranger danger and have opportunities to practice fire drills on regular occasions.

Children follow good personal hygiene practices. They wash their hands before eating and after outside play, demonstrating understanding of the reasons why

they need to do this. The childminder notices that they spontaneously cover their mouths when they cough or sneeze and praises them for remembering. Children enjoy nutritious snacks and meals. Everyone sits together at the table to eat and these times are made into a social occasion as children and childminder engage in conversation. Children delight in making their own sandwiches. The childminder skilfully supports their developing awareness of healthy eating through discussion and play. For example, when the children decide to hold a picnic for the dolls and invite the childminder to join them, she encourages them to see if they can find her something healthy to eat and explains that the doll should only have an ice-cream after her dinner. Outdoor play on a daily basis, visiting parks and going for walks ensures children benefit from plenty of fresh air and physical activity.

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	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	2
The extent to which children develop skills for the future	3

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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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