

Inspection report for early years provision

Unique reference number	EY320822
Inspection date	14/12/2010
Inspector	Silvia Richardson
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 2006 .She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered for a maximum of five children under eight years, of whom three maybe in the early years age group at any one time. There are currently five children on roll of whom four are in the early years age group. Children attend on a full and part-time basis and before and after school. The childminder lives with her husband and three children aged 14, 13 and seven years. They live in a house in Tolworth in the London Borough of Kingston. All areas of the home are available for childminding and there is a secure outside play area. The have a cat and some tropical fish as pets. The childminder is a member of Kingston childminding association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the setting because the childminder establishes warm and caring relationships with the children. Children are confident and have a positive disposition to learning, because the childminder provides a broad range and variety of interesting activities and easily accessible resources. The childminder has a good understanding of children's care, learning and development needs, offering them a balanced programme and schedule of indoor and outdoor activities, tailored to their individual needs. The childminder is skilled in promoting inclusion, managing the needs of the different ages and stages of children effectively, so that they make good progress from their starting points. The childminder successfully evaluates what works well and makes good use of community and internet resources to drive improvement and promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- develop children's understanding of healthy eating
- engage with parents, so as to identify, address and meet individual needs regarding religious beliefs, culture and lifestyle

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting, because the childminder knows what to look out for, how to follow procedures and make an appropriate referral should she be worried about a child. Parents and carers are informed of the safeguarding

children policy, receive guidelines regarding what they can do if they are worried and sign a statement acknowledging the childminders duty and responsibility to report any child protection concerns. Risk assessment of the house and garden is effective in keeping children safe and also includes an evaluation of outings, any significant hazards and steps taken to minimise these. The childminder has an emergency escape plan and has practised with the children, so that their safety is promoted in the event of a fire. The behaviour management policy outlines expectations of behaviour which promote both safety and social skills. The childminder is keen to promote equality and diversity and refers to a faith calendar of events and network resources, so as to provide timely and topical activities. Children are encouraged to celebrate differences and enjoy a range of practical activities, promoting their learning. However, the childminder has not talked to parents and carers about their own faiths, cultures and practices, so as to actively value and support these and the uniqueness of each child in the setting.

Resources are very well deployed so that children have easy access to toys and play materials. The childminder divides her time and attention skilfully, so that each child receives a good deal of support with their care and learning. The childminder is very well organised with record keeping, ensuring she has all details relevant to children's needs and effectively accounts for the time they are in her care, including maintaining a register and diary of activities and events. Parents and carers are kept well informed of children's progress. They exchange text messages and share folders with photographs and samples of children's art work and activities. The childminder engages parents and carers well at hand-over, inviting them in, spending time talking about what children will be doing and what they have done and where they have been, for example to community groups. Parents and carers have received forms that encourage them to contribute their views and comment on any changes or improvements. Any new learning is recorded in the diary and children's individual folders, enabling parents and carers to work with the childminder regarding children's next steps. The childminder develops links with schools and nurseries, for example, finding out about any themed or topic work for the term, so that she can build on these in the setting. The childminder drives improvement through taking advantage of further training opportunities and networking with other childminders to establish best practice. She evaluates her provision on a regular basis, generally at the end of each term, during which time she ensures her provision remains well organised, with forward planning in place for the next term.

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

Children enjoy a broad range of activities across the six areas of learning with much variety and choice, so that they are purposefully occupied and learning. Toys and play materials are sorted into sets in easily accessible in floor boxes and displayed on open shelves, encouraging independent learning. Children enjoy the childminder sitting with them and talking to them all the time about what they are doing. Children are encouraged to count and calculate, identify and name colours, use mark-making materials and develop their imagination through role-play and art

and crafts. The childminder gets to know the children well through warm and encouraging relationships, observing what they like, their interests and learning styles. Next steps planning builds on children's attainments and the childminder monitors children's development closely, so as to identify and bridge any gaps in their learning. Children are developing a broad range of skills for the future, including a positive disposition to learning and co-operative play, through the activities provided both in the home and outside of the setting.

The childminder supports children well and enables them to experience a real sense of inclusion and belonging. Children develop close relationships with each other and with the childminder, helping them feel safe and secure in the setting. Children are encouraged to make a positive contribution, learning to help themselves to toys and to put them away in complete sets when they've finished with them. Children are learning polite, courteous behaviour, good manners and social skills, through the childminder providing a strong role-model. Children are encouraged to adopt healthy personal habits, such as regular hand washing, as part of their routines. They enjoy nutritionally balanced snacks and meals, much of which is provided by parents and carers. However, children do not generally talk about healthy eating while at the meal table and they are not encouraged to count their portions of fruit and vegetables each day, so as to develop their understanding of the importance of a healthy eating.

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	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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