

Inspection report for early years provision

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| Unique reference number | 507402 |
| Inspection date | 07/12/2010 |
| Inspector | Daphne Prescott |
| 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 1992. She lives with her husband and three adult children in Hinchley Wood, Surrey. The whole of the ground floor is used for childminding, with sleeping and toilet facilities in this area. Children have access to an enclosed outdoor play area.

The childminder is registered to care for no more than six children under eight years; of these, not more than three may be under five years, and of these, not more than two may be under one year at any one time. There are currently six children on roll, of whom four are in the early years age group and attend different times of the week.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She takes and collects children from local schools. She also attends parent and toddler groups. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, stimulating place where she strives to provide the best she can for all the children by offering them a wide range of play experiences and outings. She has a positive attitude towards promoting inclusion and organises activities to ensure that all children are included. The childminder has a good partnership with parents, enabling her to work with them in supporting their child's individual needs. She maintains most of the required records for the safe and efficient management of the children. The childminder has started to evaluate her practices and demonstrates the capacity to make continuous improvements for all children and their families.

What steps need to be taken to improve provision further?

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

- develop further the risk assessment to ensure that it covers all outings undertaken by the children
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- continue to develop systems to observe children's progress to ensure the next steps in their learning are identified and used in planning to promote learning and sharing observations on children's progress with parents for continuity and coherence in their learning and development

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder understands her role in safeguarding children and knows what to do if she is concerned about the welfare of a child in her care. She maintains risk assessments for the premises identifying possible hazards and the control measures she has in place which help towards keeping children safe in the home. The childminder takes children out in the local community with parent's written permission. However, not all outings she undertakes with the children are included in the record of risk assessment. This does not affect children's safety because the childminder visually carries out risk assessments whilst out to identify and minimise obvious safety hazards on all outings. Gentle reminders ensure children learn how to keep themselves safe, such as sitting on the chairs nicely when having their lunch. The childminder has procedures for the emergency evacuation of her premises. However, these procedures have not yet been practised to help the young children further understand how to stay safe.

The childminder organises her home so that there is a wide range of toys and equipment which the children can access independently and they have access to all downstairs areas as well as the garden. She plans a varied and stimulating program for all of the children following their interests and building upon them. All children receive the support and attention they need to become part of the group, feel they belong and feel special. Furthermore, the childminder promotes equality and diversity, with a developing range of resources and activities.

The childminder has developed very close relationships with the children and their family as they work in partnership. Children's welfare is supported by documentation including consents and contract details. She finds out all about the children from their parents at the beginning of an arrangement, and works very closely with them to ensure the care provided remains consistent and appropriate. The childminder verbally keeps parents well informed of their child's daily activities and their children's well-being. Written positive comments made by parents demonstrate that parents truly value the care their children receive and the learning opportunities that are provided. The childminder has established good links with others who deliver the Early Years Foundation Stage to the children she minds to support children's continuity and progression. She fully understands her responsibilities to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities.

The childminder keeps up to date with changes and developments in childcare by attending training workshops and through discussions and meeting with other childminders. She has addressed the previous recommendations from her last inspection, improving outcomes for children. Furthermore, the childminder has begun to self evaluate, identifying her strengths and areas for development. For example, she identifies a key strength as having a positive relationship with all the children and their parents and offering support to the whole family. She also identifies that she needs to further develop her systems for observing children at play and to use observations to assess and identify the next steps in their learning.

The childminder is also keen to develop sharing information on children's individual progress with parents, to ensure continuity of children's learning and development.

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

Children are happy, relaxed and very much at home in the childminder's company. They form strong and trusting relationships and it is evident from the interactions that they are very fond of each other. For example, the children involve the childminder in their play, happily chatting to her about what they are doing and approach her for cuddles. The childminder is interested in them and their lives and is genuinely warm and caring toward them. They are treated with kindness and respect and the childminder has a calm and understanding manner providing a good role-model for behaviour.

Children are stimulated and enjoy the activities provided; they are interested in their chosen play showing high levels of involvement. Their language skills develop well as they talk about what they are doing and ask lots of questions. The childminder encourages lots of discussion during role-play, using appropriate questions, listening to and valuing their comments. She talks to younger children about what they can see and uses facial expressions well to communicate with them. Children have the opportunity to investigate and manipulate objects, such as electronic toys as they prod and press buttons. The childminder ensures children have ample opportunities to explore a range of creative materials, such as using paints, sticking materials and various textures to promote creativity. Children use their imagination in role-play as they set out the tea set on a tray, offering cups of tea and cake. They are beginning to develop skills for their future, as the childminder encourages a love of books at story time. Inclusive practice is also promoted; all children are encouraged equally to be involved in looking at books together. Children use numbers through looking at books they regularly count and name different objects and colours. The regular use of the garden and local parks, allows children to develop a range of physical skills, as they learn to play on large apparatus. Furthermore, when children are out and about in the local community, they are exposed to other experiences. For example, they enjoy socialising and playing with others at the parent and toddler groups.

Children's welfare is promoted well and they receive a balanced and healthy diet supporting them to learn about foods that keep them healthy. Some parents provide their children's own food and the childminder makes sure it is stored appropriately to ensure it remains fresh and consumable. Children experience sociable mealtimes and suitable furniture is available to enable them to sit comfortably and enjoy their food. Clear procedures for dealing with sickness protect children from infectious diseases wherever possible, and enable the childminder to minimise the spread of infections. Furthermore, the children are taught good hygiene routines throughout the day. For example, she helps children learn good hygiene practices, as she makes sure they wash their hands at appropriate times.

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

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| 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

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| 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

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| 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

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| 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

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| 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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