

Inspection report for early years provision

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Inspection date	14/12/2010
Inspector	Ann Moss
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 2010 and she lives with her husband and two children aged five and three years in Cranleigh Surrey. The whole of the home is used for childminding purposes where children have access to a lounge, dining area, conservatory /playroom. Bathroom facilities are located on first floor. Children have daily opportunities for outdoor play within the secure garden and at local parks.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children at any one time. She is currently caring for three children, of which three are in the early yeears age group. All children attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with a good level of support to enable them to make effective progress in their learning and development. She is commitment to providing an inclusive environment in which children are respected and their individual needs identified are met. Children experience a good range of stimulating and exciting activities, all of which take into account their interests and specific needs. The childminder has developed sound partnerships with parents and is beginning to look at ways to link in with other providers, such as local schools and nurseries. She has begun to focus on areas regarding her strengths and weakness and is beginning to identify areas which she aims to develop to improve the care she offers.

What steps need to be taken to improve provision further?

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

- improve the systems in place to ensure that the individual needs of all children are met, with particular regard to hand washing before snacks
- improve partnership working by recognising the strengths of professional relationships in creating an approach that best meets the needs of individual children.

The effectiveness of leadership and management of the early years provision

The childminder has well-organised systems in place to safeguard children. For example, she ensures that all adults in her home have up-to-date checks and

remain suitable, and that all unchecked visitors are properly identified and sign in and out of the home. She has safeguarding children procedures in place and provides information in line with the Local Safeguarding Children Board guidelines. A comprehensive range of risk assessments is effectively carried out on all areas in the childminder's home and for all outings with the children to ensure that safety and security are maintained at all times. Daily risk assessments are completed and records are kept. An emergency evacuation plan is in place and fire drills are practised with all children on a regular basis. This helps children to keep themselves safe. Accidents and medicine records are well maintained and shared with parents. Overall, this helps to promote and safeguard children's wellbeing.

The childminder provides a warm, caring environment in which all children are well nurtured. This promotes inclusion and ensures children's needs are met on an ongoing basis. The childminder works in partnership with the children's parents and friendly relationships are established, with the sharing of information encouraged. There is plenty of verbal communication when children arrive and are collected. There is also a written two-way exchange of information with the sharing of children's development files and scrapbooks that contain examples of the children's work, photographs and observations. The assessment records keep parents well informed children's next steps so that parents can support their child progress at home. The childminder is beginning to consider ways to make good links with other services used by minded children to support continuity of learning.

The childminder is a qualified and experienced childcare practitioner, however, she remains committed to training in order for her to enhance her knowledge and offers up-to-date care to children and their families. For example, the childminder has attended a safeguarding course and a Learning and Development Maths workshop. Although the childminder continuously evaluates the care that she offers, she has just started to formalise this. The childminder is aware of her strengths and weaknesses and continuously thinks of how she can make improvements that will be beneficial to children. For example, the childminder has identified additional resources such as a sand tray for outdoor play will enhance children's imagination and creativity. She also seeks the views and opinions of parents through regular questionnaires, valuing their input.

The childminder promotes equality and diversity effectively. Children's resources, such as dolls, small world toys and books depict positive images of people from different cultural backgrounds and varying needs. However, this is an area she has identified for further development. The childminder provides a warm welcome to all families and has a good knowledge of their backgrounds.

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

The childminder displays close and responsive relationships with the children in her care and a clear understanding of the importance of recognising each child as an individual and providing an accessible and inclusive environment for all. The specific play area offers a good range of well-organised self-selection

opportunities; resources include shape sorters, construction blocks, jigsaws, musical instruments, books, small world toys, mark-making resources, low-level furniture and posters. Individual learning and development records are in place for each child. The childminder uses these to collate information gathered through the observation of children. Current planning systems are beginning to incorporate provision for individual children's learning styles and interests. For example, the childminder knows that children like to use their imagination in their play so support this by providing easy access a good selection of high quality toys and resources. As a result, children role play routines and experiences that is important to them, such as a journey to school. They put small world figures in the cars and push them around the track, and take them out when they reach their destination. When they decided the building is on fire they know to telephone the fire service and ask for a fire engine. Children are beginning to express their thoughts and ideas very well. For example when children role play a shopping experience, they decided who will be the shopkeeper and who will be the customer. This helps children to make sense of the world around them.

The childminder encourages children of all ages to paint and draw pictures, developing early mark making and writing skills. Some of these are then placed in their individual profiles, along with photographs of the children doing different activities, such as baking, constructing and dressing up. The childminder displays children's art work to show that they are valued. This develops self-esteem. The childminder uses daily routines to support children understanding of colour, numbers shape and measure. The childminder ensures that children have physical play each day and they can access a well-resourced outdoor area. They can play in the play house and use sit and ride toys. The children are also taken to places of interest where they meet other children and adults to ensure they develop their social skills.

Good health and well-being are promoted as the childminder uses her detailed information on children's dietary and health needs appropriately. There are comprehensive written health and welfare policies and procedures in place, including a detailed sick child policy, all of which are shared with parents. Hygiene procedures are generally promoted; however, the childminder does not ensure consistent hand washing routines before snacks. This has implication for a child's continuing good health

Healthy snacks and meals are planned and menus are shared with parents on a regular basis. The childminder takes time to talk to the children about safety, both in the home and when out and about. For example, children know when climbing stairs to hold on the hand rail and to come down on their bottom. Children are very happy and settled in the childminder's home. She is responsive to their needs and ensures they feel comfortable while in her care. Children are well behaved, have good manners and are learning about sharing and taking turns. They respond very well to the agreed routines and boundaries and these are also displayed on posters at children's height. Children learn respect for their environment and happily help with the tidying up and respond very well to all the praise and encouragement the childminder gives them.

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	3
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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