

Inspection report for early years provision

Unique reference number	EY410236
Inspection date	16/12/2010
Inspector	Elizabeth Mackey

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 2010. She has two young children and lives with her husband, mother and father in Epsom, Surrey. The childminder co-minds with her mother. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for four children under eight years, of whom one may be in the early years age group. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll, of whom one is in the early years. The childminder supports children with special educational needs and disabilities. Local parks are within easy walking distance. The childminder attends the local parent/toddler group. The family has two pet cats. The childminder is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in her welcoming, inclusive environment. Excellent relationships with parents ensure that all children are included and their individual needs are met. Children make good progress in their learning, given their age and ability. The childminder demonstrates a good capacity to improve and is striving to continually develop her service.

What steps need to be taken to improve provision further?

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

- minimise the potential hazard from low-level glass
- take account of the information gained about children's learning prior to before coming to the setting and use it as a starting point in their learning journey

The effectiveness of leadership and management of the early years provision

The childminder effectively safeguards children's welfare. She demonstrates a clear understanding of her responsibilities towards the children in her care. She knows the required steps to take in the event of any safeguarding concerns. All of the required documentation that promotes children's health, safety and well-being is well maintained, including all the relevant consents. The home is well organised to meet children's needs and resources are stored to enable children to easily access them. This supports their play and learning development. The childminder continually strives to improve her service, by reviewing activity planning, increasing

resources and play opportunities. The childminder uses a self- evaluation system to identity the strengths and areas for further development. The childminder knows the minded children extremely well. She obtains detailed information about their backgrounds, routines and individual needs and provides accordingly. This helps to ensure equality and diversity are promoted and that all children are fully included. Information about children's development is obtained from parents before they attend, however this information is not recorded, which limits the record of children's starting points in their learning journeys. The childminder works closely with parents and keeps them up to date. This is through a range of written policies and procedures, the notice board and daily record books. Parents' comment, 'I am really happy that my child is in such a loving environment, good tracking of his development and plenty to do in the baby area'. The childminder works closely with other partners and providers where children have additional needs or attend more than one setting.

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

Children are confident and settled in the childminder's home. Effective partnerships with parents help to ensure children's individual routines are adhered to. Children show a strong sense of belonging and interact confidently with the adults present, indicating that they feel safe and secure. Children learn to keep themselves safe through gentle re-enforcement of the ground rules in place, for example sitting at the table when eating. Clear fire evacuation procedures are in place and children take part in regular practice to ensure everyone can act quickly in an emergency. The childminder has put measures in place to minimise the hazard of low-level glass, however they are not robust enough.

Superior systems are in place to promote healthy lifestyles. Children adopt simple good hygiene routines when they wash their hands before they eat, which helps protect them from the risk of cross-infection. A menu is made available; this is changed regularly to ensure children's healthy choices are included. Children bring a healthy packed lunch and they are provided with breakfast and a home cooked healthy tea. Children enjoy outdoor activities and visits to the local park, library and playgroup, where they benefit from socialising with other children. They enjoy playing in the garden in all weathers, where they run around, and access the slide and see-saw. Children have good relationships with their peers and they are encouraged in their self help skills, for example putting on their own coats before going out in the garden. This helps them to develop skills for the future. A very good record is maintained of their progress, which parents contribute to on an ongoing basis.

All children are supported in their play. They enjoy a good balance of adult led and child initiated activities, which are carefully planned to meet their individual needs. Planning for the children is superior; it is flexible to enable the children to develop their own interests. Babies sit supported by cushion and enjoy noisy electronic toys, where they are encouraged to press the buttons and explore the sounds. Children are given natural opportunities to count and solve simple problems as

they play, with the childminder asking questions to encourage their thinking. They also access a range of electronic toys including cameras, remote controlled toys and computer programmes. Children find out about the world around them when they visit places of interest including tiddler fishing at the local pond and the fire station. Children express their imagination through a wide variety of activities, including arts and crafts and role play. The childminder changes the focus of the role play area to sustain children's interest.

Children demonstrate very good relationships with the childminder and her co childminder, who work closely together in providing interesting activities that help them, build on their interests and existing skills. There is a good sense of fun in the setting and children are well behaved and polite. Good manners are encouraged and children respond well to the positive behaviour management strategies that are in place and reward systems work well.

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	1

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	1
The extent to which children adopt healthy lifestyles	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met