

Inspection report for early years provision

Unique reference number	EY409094
Inspection date	24/01/2011
Inspector	Denys Rasmussen

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 lives with her husband and five-year-old child in Epsom, close to parks, schools and public transport. All areas of the childminder's house are used for childminding purposes. There is a fully enclosed garden for outdoor play. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children under eight at any one time, three of whom may be in the early years age range. There are currently three children on roll, of whom one is in the early years age range. The childminder is bilingual and her first language is Polish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are cared for in a very warm and welcoming atmosphere where the childminder is extremely conscientious about ensuring they are safeguarded. Children are happy and exceptionally content. Good relationships with parents and others ensure that children's individual needs are met, enabling them to make steady progress in their learning, given their age, ability and starting points. The childminder's good practice, partnership with the parents and understanding of children's needs contribute to all aspects of children's welfare and learning being well promoted. She is beginning to reflect on her practice through self-evaluation to ensure she provides an inclusive environment and is motivated to increase her knowledge base through training. This provides a sound basis for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve opportunities for babies to explore natural objects and objects from the real world
- improve the provision of positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, culture, special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has clear and effective policies, strategies and procedures to ensure the safeguarding and welfare of children and has met all the requirements exceptionally well. She has an excellent understanding of her responsibility and legal duties with regards to child protection issues. She ensures the appropriate

checks are completed on any person aged over 16 who lives in her household to protect the children she cares for. Her robust risk assessments ensure that children are safe indoors and out and that her furniture, equipment and play resources are suitable for the age of the child and safe. Measures she has taken to minimise risk to children include having finger guards on doors, safety film on glass, kitchen cupboards locked and windows installed with restrictors.

The childminder has fostered good relationships with the parents and other professionals involved with the children. Parents are given detailed information about the childminder's service and her policies and procedures are sent to parents via email. She ensures she gains all the appropriate parental consents and respects the parents' wishes in the care of their child. Information about the children's achievements is shared daily through the informative daily diary, phone calls, emails and texts. The childminder ensures she has detailed information about each child to understand their starting points and their way of life which she respects and supports. Parents report that their children 'settle really well' and that the childminder provides 'lovely activities'.

The childminder is bilingual and has a good understanding of the importance of a child's home language to their identity and self-esteem. She has bilingual books available but positive imagery within her resources is rather limited presently, however she has identified she needs to develop this area. She ensures she does not gender stereotype her equipment and all children have access to all resources through a mixture of planned and free play opportunities. The childminder has made a good start in using self-evaluation systems to identify her strengths and areas for improvement. She shows ambition to develop her service and she is keen to further update her skills and knowledge by attending regular training and completing a level three qualification in childcare and education.

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

Children learn how to keep themselves safe when they practise the fire drill and take part in activities to learn about road safety. Children learn about healthy lifestyles through the daily routines. They walk instead of driving where possible, play in the garden with balls and scooters and learn why being active is good for them. The childminder encourages the children to drink water and explains the benefits of drinking more in hot weather and when engaged in exercise. The children are offered healthy meals and snacks that are home cooked and that take into account any dietary requirement. The childminder encourages children to adopt good personal hygiene routines such as washing their hands appropriately and using individual towels to reduce the risk of cross-infection.

The childminder supports the children's language development well through conversation, reading, songs and poems and by being attentive, fully focused and responding to and building on babies' expressions, actions, and gestures. She takes children to groups to encourage friendships, supporting children's social skills. Children learn about number through games and activities such as collecting,

sorting and counting conkers and leaves during a trip to the park and when measuring the ingredients whilst engaged in a cooking activity. The children have good opportunities to use and learn about technology. For example, they use cause and effect toys, digital cameras, voice recorders and a handheld metal detector. Babies have enough space to move, roll, stretch and explore in comfort and there is a good range of playthings to excite babies' attention. However, there is not as much opportunity for babies to explore natural objects and objects from the real world.

The childminder plans a stimulating environment and links the activities offered to the areas of learning. The plans are informed by her sensitive observations of the children and their identified next steps in learning. She keeps attractive records of the children's achievements and uses photographs to good effect to help describe the activity the child was involved in for parents' information. Children are engaged, settled and extremely happy. They demonstrate they feel safe in the setting and share a close, supportive relationship with the childminder. Children are cuddled often and the childminder plays on the floor at the child's level to provide close physical reassurance. Babies are happy to explore and practise their physical skills such as standing and pushing a walker. Children benefit from being in a safe, child centred environment which is organised to meet their needs. Children's self-esteem is nurtured when the childminder praises their efforts and encourages positive behaviour by her good example and realistic expectations. This contributes to their positive attitude to learning.

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	1
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	1
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

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