

Inspection report for early years provision

Unique reference number	EY414821
Inspection date	27/01/2011
Inspector	Victoria Vasiliadis
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 two children in a residential area of Staines in Surrey County Council. The whole of the childminder's 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 with no more than two in the early years age group. She is currently caring for two children within the early years age range who attend on a part-time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

In the main, children have the opportunity to engage in a variety of age appropriate activities within a safe and secure environment. Children are making good progress in their learning and development and overall planning and assessment processes are effective. The childminder is aware of the children's individual needs as she has good systems in place to share information with parents and others. The childminder is able to reflect accurately her strengths and areas for development, thereby ensuring outcomes for children continue to improve.

What steps need to be taken to improve provision further?

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

- enhance further the systems for observing and assessing the children's progress towards the early learning goals
- provide children with a greater selection of resources that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in promoting the safety and welfare of the children in her care. As a result, children are cared for in a safe and secure environment. She is aware of the possible signs and symptoms which may be displayed if children are being harmed and the appropriate procedures to follow should she have concerns. She ensures that children are only cared for by persons who are suitably vetted. There are effective risk assessments in place to ensure

that children are not exposed to hazards indoors and outdoors. For example, the kitchen area has been made inaccessible to the children and fire detection equipment is in place. The childminder conducts regular fire drills with the children, which increases their understanding of what to do in the event of an emergency. In addition, the childminder has all of the legally required documents, policies and procedures in place to ensure the safe and efficient management of the setting.

Children are provided with a wide range of resources, equipment and activities that are fit for purpose, safe and suitably maintained. Resources are easily accessible as they are stored at low level so that children can make choices in their play. Although the childminder has only been minding for a short period of time, she recognises the importance of reflective practice on improving outcomes for children. She has sought the views of parents via an evaluation form and has taken appropriate action to address any areas identified by parents. The childminder has effectively identified her strengths and areas for development. For example, she wishes to continue to develop the systems for observing and assessing the children. Also, although children have access to some resources that are reflective of the wider community, the childminder wishes to increase the selection she has.

Children benefit from the effective relationships between their parents and the childminder. She has established good relationships with parents who are encouraged to share what they know about their child, particularly when the child first starts. For example, a very detailed form is used to gather pertinent information about the child's abilities and needs. Consequently, the childminder is able to plan for the individual needs of the children in her care. In addition, a daily communication book is used as a means of developing a two-way flow of information between home and the childminder. Effective links have also been made with the local playgroup and schools in which the children attend. For example, the childminder has obtained planning documents from the playgroup and incorporates some of their themes into her planning. Subsequently, children's learning and development is complemented.

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

Children are provided with healthy and nutritious meals such as, spaghetti bolognese, chicken casserole and fresh vegetables and fruit. The childminder works with parents to find out any dietary requirements or other observances that must be respected. This ensures that children's health is supported and their individual needs met. Children are encouraged to walk to and from school and have regular access to the outdoors where they can develop their physical skills. Children are learning about their own personal hygiene and need little reminding to wash their hands after using the toilet. The childminder has discussions with the children about healthy foods, which contributes to developing their understanding of making healthy choices.

The children are learning the importance of staying safe. For example, the

childminder talks to the children about how to keep safe when crossing roads and to be aware of strangers when out and about. They also learn that there are consequences to their behaviour which could affect their safety. For example, children are reminded not to stand on the toilet as they may hurt themselves.

Children are praised for their efforts and achievements and lots of meaningful positive language is used. The children are learning how to form positive relationships with other children, through the sensitive support that the childminder offers. For example, the children are gently reminded to share and take turns in their play and conversations. The children are learning about diversity and other people's cultures as the childminder acknowledges festivals, such as Chinese New Year and Christian festivals.

Children use their problem solving skills as they match shapes and complete puzzles of varying difficulties. They enjoy counting everyday objects such as stacking cups and eagerly identify different shapes and colours within the home. Children are learning about technology within the wider environment such as when pushing buttons at the traffic lights. Children also have use of the childminder's laptop where they can access appropriate software to aid their learning.

There are effective systems in place to identify children's starting points, and planning, observations and assessments are successful. The childminder is continually reviewing her processes to ensure that systems are effective and that children continue to make good progress across the Every Child Matters outcomes. Children's competency in communicating, speaking and listening are developing well. Children are eager to participate in conversations with adults and their peers, and are beginning to negotiate and take turns when speaking. For example, children eagerly talk about their day at nursery and their likes and dislikes. The childminder encourages the children, clarifies ideas and asks open-ended questions. This supports and extends the children's thinking and helps them to make connections in their 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	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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