

Inspection report for early years provision

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Inspection date	01/02/2011
Inspector	Teresa Elkington
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 2003 and she lives with her husband and four children in the Borough of Epsom and Ewell, Surrey. The ground floor of the home is used for childminding purposes where children have access to a play room, dining area and study. Access to the kitchen and first floor are restricted by the use of stair gates. Bathroom facilities are located on the ground 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. She currently cares for one child who is in the early years age range who attends on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected and valued by a caring childminder who is dedicated to supporting children's care and developmental progress. Children enjoy a wealth of enjoyable play experiences in support of their learning and development in all areas. Systems to support the operational needs of the provision are mostly in place. The childminder has a positive attitude in respect of her professional development and strives to enhance her current practices thorough clear evaluation, demonstrating her capacity to maintain continuous improvement for the service that she provides.

What steps need to be taken to improve provision further?

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

- review the format used for risk assessment to include outings undertaken
- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of her legal duties and responsibilities with regards to child protection issues, which is supported by the procedure that she has adopted to ensure she is able to respond appropriately if any concerns were identified. Written risk assessments are in place to ensure the continued safety of the children within the home. However, risk assessments in support of regular outings that children undertake have not been considered to ensure their safety when out and about. All of the required documentation is in place and well maintained, shared with parents and accessible with consideration given to ensure

confidentiality. A fire evacuation procedure has been adopted, which is practiced by the children at regular intervals to ensure they fully understand how to proceed if an emergency occurred. However, no fire log is in place to record and evaluate the effectiveness of any practices that children undertake.

The childminder is committed to the ongoing development of her service. The use of self-evaluation has enabled her to reflect and plan for the future improvement of her setting, showing that she has a very clear awareness of her strengths and weaknesses. For example, the recommendations raised at the last inspection have been fully considered and implemented. Space is well organised to allow children to move freely within the identified areas available for their use. They have access to a good range of play resources which are supportive of their age and stages of development, encouraging children to be active and inquisitive learners. The childminder provides an inclusive and welcoming environment for all children and their families. She has an acute awareness of children's individual needs and works hard to plan appropriate activities and play experiences to nurture and develop each child's individual growing needs.

Children benefit from the effective working relationships that have been established between the childminder and parents. Parents are kept well informed about their children's care and learning through daily discussion and records of children's achievements. Parents are encouraged to be actively involved in planning for children future steps to their learning, which is supported by regular feedback and completion of comment sheets, highlighting children's development within their home. The childminder strives to work in partnership with other settings that children may attend.

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

Children thrive and progress very well within a relaxed, homely environment where they benefit from the close relationships they have established with the childminder, which enables them to feel safe and secure. Children engage in a range of planned activities and events each week that support their learning. The childminder is on hand to offer support and guidance, ensuring children receive the most from their play and learning experiences. They benefit from a good balance of adult- and child-initiated play ensuring that they gain the most from their learning and play experiences. Children move around the home with ease and confidence, accessing their chosen play experiences independently, showing that they feel a sense of belonging. Children's work is highly valued as it is displayed on walls within the playroom for all to see and enjoy, which enhances children's self-esteem and creates a child-centred environment. The childminder has developed effective systems to enable her to make regular observations and evaluations of the children and play. This information is used well to identify and plan children's next stage of learning to ensure children make extremely good progress towards the early learning goals.

Children's health and well-being is supported well. They enjoy the benefits of being

in the fresh air on a daily basis. They enjoy daily opportunities to use the good quality play resources that are available to them in the large secure garden area and enjoy going for walks within the local community and have opportunities to play in local parks, thus a range of differing play experiences to promote their physical development. Good hygiene routines are actively encouraged from an early age to raise children's awareness of the importance of adopting good personal skills to promote their good health. Meals are provided in consultation with parents. All individual dietary needs are recorded and where needed catered for. Children are encouraged to participate in the preparing of their meals as they spread fillings onto toast and cut into pieces. Drinks of water are effectively placed enabling children to become responsive to their bodily needs.

Children enjoy a variety of activities which contributes to all areas of their learning and promote their skills for the future. They enjoy participating in creative activities where they use a range of textures create their flower picture. They count the petals noting how many they still have to stick and they note the shapes of the sequins that they use. They are helped to develop confidence around others as they act out familiar songs which are personalised. They attend toddler groups on a regular basis, which helps them to participate and establish relationships alongside others. Children's imaginations and fantasies are well supported through the use of a range of dressing up clothes and role play materials. Early mark making skills are encouraged as children freely access and use a variety of writing materials, for example paper, pencils, and chunky crayons. Children have access to a range of programmable toys which encourages their use of technological equipment from an early age.

Children receive ongoing praise and encouragement from the childminder which promotes their self-esteem. They are helped to learn the importance of sharing and playing harmoniously through the clear boundaries that are in place. The childminder ensures that children appreciate diversity and develop a positive view their own traditions and their wider world through a range of resources, activities and ongoing discussions. The ethos provided by the childminder enables positive outcomes for all children and ensures that they are well supported in their early development in acquiring skills for the future.

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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