

Inspection report for early years provision

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Inspection date	04/02/2011
Inspector	Jane Nelson
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 1992 . She lives with her husband and adult son in a house in Shepperton, Surrey, close to shops, parks, schools and public transport links. A designated play room, the kitchen, and living room on the ground floor of the childminder's home are used for childminding. Toilet facilities are accessible on the ground floor. There is access to an enclosed garden. The family have a pet cat.

The childminder is registered to care for a maximum of six children, three of whom can be in the early years age range, at any one time. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for five children in the early years age range, who all attend on a part time basis, and two children aged over five years, who attend school full time. The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and child-centred environment where children's individual needs are reflected in the daily routine, and range of play experiences she provides. Good relationships are built with parents resulting in effective sharing of information and children feeling secure. Partnerships with other settings children attend are effective. Documentation is well organised and most contains the relevant information. Self-evaluation is used effectively to identify areas where development is needed.

What steps need to be taken to improve provision further?

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

- review and develop safeguarding procedures to include the procedure for allegations against the childminder or member of the household
- develop the use of observations to consistently identify what next for children.

The effectiveness of leadership and management of the early years provision

The childminder uses risk assessments effectively to monitor safety in the home and on outings. The required record of risk assessment is maintained and records reflect this is reviewed regularly. The childminder understands her responsibilities

regarding child protection issues and is clear about the procedures to follow should concerns arise. Although she understands the procedure should allegations be made relating to her or a member of the household, the information she has in writing relating to this does not reflect the current procedure.

The childminder has many years of experience and her commitment to developing her service and providing a welcoming and interesting environment for children is evident in the good range of play experiences that she provides for children to encourage their learning and development. There is a designated play room on the ground floor of the childminder's home, which is well equipped with an extensive selection of play materials for children of different ages. Most play materials are easily accessible to children enabling them to either help themselves or indicate to the childminder what they want to play with. The childminder uses self-evaluation effectively to reflect on what is working well and where some improvement or development is needed.

Good relationships with parents are built and result in information being shared well and parents appreciating the childminder. Children are collected by the childminder from their own homes and returned at the end of the day where possible, providing an additional service for parents. Parents and some children's views are sought through questionnaires, parents praise the childminder and older children's responses reflect what they enjoy doing while in her care. The childminder records observations relating to children's development and illustrates these with photographs, which she also includes in children's daily diaries which are shared with parents daily. Children's next developmental steps are identified at times, but this is not yet used consistently in observations for all children.

The childminder has good links in the local community and regularly attends the local children's centre, an art group and local play groups with the children. These links are extended to local schools and any pre-school groups that children attend, enabling a good flow of information between the childminder, the setting and parents. The childminder includes discussion about topics such as the colour of the week that children may be following at their pre school group, in the daily routine.

The childminder demonstrates a strong commitment to ongoing improvement. For example she regularly attends short training courses to update her childcare knowledge and is currently awaiting her certificate for completing a National Vocational Qualification Level 3 in home based childcare. Written records and documentation are well organised, and clearly maintained. Some policies and procedures have been recently reviewed and most contain all the relevant information.

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

Children enjoy their time with the childminder and demonstrate that they feel safe, secure and happy in her care by smiling, laughing and chatting to her as they play. They interact with each other and the childminder affectionately. Children have

great fun investigating the good selection of play materials and activities the childminder provides and are gaining skills they will use in the future through their play and exploration. The play room environment is well set out and organised, encouraging children to explore and help themselves to the many play materials. Children follow the childminder's suggestion to help her get the duplo bricks out, and excitedly find the large duplo boards to fit the bricks onto. Children spend time sorting and constructing with the duplo and help the childminder to build a train track by finding pieces of track which she fits together. Children sit with the childminder at a small table and enjoy mark making on boards with large pieces of chalk. They count the chalks and refer to the colours of the chalks, recognising the pink one. Children behave well and are learning to consider each other's feelings when eating and playing together. They play alongside each other, putting dolls into the buggy, pushing them round the room, and vocalising and chatting as they play, sounding and repeating words they are learning such as 'look' and 'thank-you'.

Children's individual needs are reflected in the range of resources provided, for example, the childminder provides duplicates of some dressing up clothes that are popular with all the children to make sure children can wear the outfit of their choice. Children benefit from warm and affectionate interaction with the childminder, who talks to them, continually encouraging their language development. Children name the features on each other's faces pointing out ears, eyes, mouth and nose; the childminder recalls that they have been talking about happy and sad faces.

Children learn about their own good hygiene through practices that are part of their daily routine. They see the childminder washing her own hands frequently and are helped to wash their own hands in the bathroom after using the chalks and prior to eating. Children have opportunities for daily outdoor and physical play in the childminder's garden, and through regular visits to local parks and an indoor play area. Children sit comfortably at a child-height table and enjoy their morning snack of toast and later their lunch of pasta, cheese and ketchup. They are gaining confidence in sitting comfortably in child-size chairs at the table and feeding themselves independently with a little help from the childminder.

Children have frequent opportunities to socialise in a larger group of their peers and participate in the local community, for example, through visits to the local children's centre, and other pre-school groups with the childminder. The childminder supports children who have an additional language spoken at home, by obtaining key words for familiar objects to aid communication and provide reassurance for children. Children learn about the wider world through resources they see daily, for example, posters displayed in the play room, watching children's television programs such as Mr Tumble, and celebrating events, such as Chinese New Year.

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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