

Inspection report for early years provision

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Inspection date	08/02/2011
Inspector	Jennifer Devine
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 registered in 2010. She lives with husband and two children aged four and nine years in Stanwell, in Staines, Middlesex. The whole of the childminder's home is used for childminding and there is a secure garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of these, not more than two may be in the early years age range. She is currently minding one child in the early years age range. The childminder is registered to provide overnight care.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The family has two rabbits, an aquarium and a goldfish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy in the childminder's care; she shows warmth and kindness to them and provides a secure environment to help them make good progress in their development. The childminder has developed a good understanding of the Early Years Foundation Stage and plans an exciting range of activities to meet individual children's needs, interests and routines. She works closely with parents to ensure she meets the unique needs of each child. Although the childminder is in the early stages of self-evaluating her provision, through discussion she demonstrates that she has the capacity to make improvements in the service she provides. For example, she is aware of developing her knowledge of identifying the next steps of learning to support her planning. Most of the required documentation is in place, however, the risk assessment currently contains limited information.

What steps need to be taken to improve provision further?

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

- improve the observation and assessment methods so that they clearly identify children's next steps for learning and support the planning of activities that encompass the six areas of learning
- improve the risk assessment to ensure it identifies all aspects of the environment to minimise any potential hazards.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded as the childminder understands her role and responsibilities with regard to child protection. She knows the indicators of abuse and the procedures to follow if she was concerned about a child. The childminder ensures her home and garden is safe, and has written risk assessments in place for her premises and for all types of outings. However, the information recorded is basic and has not identified every type of hazard. She maintains all required records, such as the child's personal details and has all the required documentation in place for accident and medication recording.

The childminder organises her play resources well, enabling young children to make choices freely and safely. The childminder selects a range of resources and children can choose from age-appropriate toys stored in toy crates on the floor to support their increasing independence.

The childminder is beginning to consider the self-evaluation process and understands why this is important for her continuous development. For example, through discussion she recognises that she needs to further develop the planning and observation methods to enable her to fully support the children's development. She has attended the Introduction to Childminding Practice training and plans to attend further training to develop her skills in the future.

Overall, the childminder provides an inclusive provision to children and parents. Children receive appropriate and consistent care because the childminder establishes effective relationships with parents. She ensures all relevant information is obtained at the start of a child's placement and arranges to meet with the parent before the child starts to enable her to have a good understanding of the child's routines and feel emotionally secure in her care. Parents are kept well informed about their child's day through the use of an informative daily diary and verbal communication. Parents are welcomed to view their child's learning journals at any time.

The childminder is intending to plan trips out to community groups such as toddler groups to support children develop an awareness of the world around them. Children have a range of multi-cultural toys and resources within the home to enable children to experience positive images of diversity as they play. Although the childminder has not worked with any other agencies as yet, she is aware of developing relationships and working together to support children's development, when required.

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

Children are cared for in a loving and caring environment in which they feel secure to investigate their surroundings. The childminder has built up good relationships

with the children who are settled and approach her for reassurance and cuddles throughout the day.

The childminder has a good understanding of the Early Years Foundation Stage and provides stimulating and exciting toys and activities to ensure children are interested and eager to learn. There is a good balance of adult-led and child-led activities to help children develop into active and creative learners. For example, the childminder sits with the children to support them in developing their skills of posting shapes into the shape sorter. She shows them how to fit the shapes in and helps to guide their hands. She then gives the children some time to try this activity by themselves and praises them as they master this skill. Children enjoy trying the number puzzle and are beginning to recognise numbers and become excited when they see the pictures under the puzzle. The childminder provides challenge with the task and asks appropriate questions to make the child think. The childminder is skilled in understanding the importance of talking with children and constantly talks through an activity with them. Children respond to her and are beginning to repeat words and ask questions.

The childminder is knowledgeable about the importance of developing children's love of books and toddlers show great interest and skill in how to look at them. They thoroughly enjoy looking at their favourite books and sit for extended periods turning the pages and talking with the childminder about the pictures.

The childminder has developed generally good methods for observing and assessing children's development. Although she has begun to link these observations to the six areas of learning she is not confident in identifying and recording the next steps of learning to help with her planning of future activities and experiences to fully support children as they grow and develop. Children's behaviour is appropriate for their age and the childminder has effective strategies in place by offering lots of praise to them to promote their self-esteem.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. Children do not attend if they are unwell. The childminder holds a valid first aid certificate which enables her to deal with any accidents appropriately. Children benefit from the childminder's knowledge of healthy eating and they are provided with healthy snacks. Currently, parents provide all meals for their children and the childminder ensures they are stored and reheated appropriately to ensure they remain fresh and consumable. Children have good opportunities for daily physical exercise as they go out for walks to local parks or around the neighbourhood and can play in the well-equipped garden.

The childminder tests her smoke alarms on a weekly basis to ensure her home remains safe and she has a fire evacuation procedure in place. Children learn about road safety when outdoors and toddlers are safely harnessed into the pushchair. The childminder ensures she talks to children about road safety and always crosses roads at safe points when out walking. Children demonstrate that they feel secure and safe in the childminder's care as they become absorbed in their play. Toddlers smile and are beginning to respond with single words with the childminder and show excitement when she picks them up for a cuddle, indicating

they feel relaxed in the surroundings.

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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