

Inspection report for early years provision

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Inspection date	13/01/2011
Inspector	Ann Moss
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2010. She lives with her husband and one child aged two in Reigate, Surrey. Children have access to the whole of the premises. There is a garden available although the childminder has voluntarily removed this from use and children are taken out daily. The family have cats as pets. The childminder is within walking distance of local schools, parent/toddler groups, the local library and parks.

The childminder is registered to care for a maximum of two children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged five to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, family home where they are valued and respected as individuals and they enjoy their time with the childminder. Children's needs are met through sound partnerships with parents and their welfare is promoted sufficiently well to ensure they are safe and secure in all aspects of the provision. The childminder has a sound knowledge of the Early Years Foundation Stage learning and development and welfare requirements. She has started an observation and assessment system to help support the children's progress. There are clear systems in place for evaluating practice and identifying areas for improvement to ensure that the provision continues to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the function of fire control equipment by ensuring it is fixed according to manufacturer's instructions
- improve the good health of children by ensuring that each child has their own bed line and towel.

The effectiveness of leadership and management of the early years provision

The childminder organises her home to maintain a safe and hygienic environment for children, and she dedicates her time to them to provide support and supervision to help them feel safe and secure. As a result, children play freely and

independently within a clean and safe environment and they are supported well at all times. The childminder has effective arrangement in place to ensure that children are safe and she is fully aware of her safeguarding responsibilities. She has attended safeguarding and paediatric first aid training, and has carried out and implemented thorough risk assessments of all the areas children come into contact with. Clearly defined procedures are in place for emergency evacuation; however, although fire detection and control equipment is available the childminder has not done all she might to ensure it is in full working order, for instance the fire blanket is not fixed according to the manufacturer's requirements. The childminder uses the available space to ensure children make full and effective use of the wide range of good quality resources that are suitable for their age and stage of development. This promotes inclusion for all.

Policies, procedures and records, which underpin the service provided, are used well and shared with parents prior to admission. The childminder works closely with parents gathering information and valuing their contribution in their child's care and learning. She bases her planning on what children enjoy and can do when they first start to attend the setting. She observes children as they play and uses her observations to ensure that each child's needs are being met and to plan for the next steps in learning. She is fully aware of the benefit of establishing strong links with other professionals and with local community services and schools to ensure that children's needs are consistently supported by all those involved in their care and education.

The childminder is very committed to improving her practice for benefit of children. She has attended the required training course for childminders and is self-evaluating her practice in order to identify her strengths and areas for development.

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

Children benefit by the childminder's knowledge and understanding of how children learn through practical hands-on play experiences. They use their senses to experiment with malleable resources, such as coloured modelling dough which they squeeze and press between their hands before describing it as 'cold' and 'smooth'. They experiment with different paint techniques; for example children paint pictures based upon their own interpretations using fine brushes and pallet paint. Children have fun and join in games together, share well together and show delight at others achievements for instance a child squeals in delight when another completes a jigsaw puzzle. They have many opportunities to use their imagination creatively for instance they know that they must first fill the fuel tank before the rocket can be launched. Hide and seek is a firm favourite enabling children to consolidate their number skills as they count up to ten with the support of the childminder. Children are competent when using technology such as resources that need turning and switching. This develops early skills for the future. The childminder takes interest in their play and promotes discussion to help develop conversation. She is aware of the importance of developing good interpersonal

skills and includes good daily use of community groups and outings to broaden children's experiences which encourages socialisation. As a result, children learn about each others' differences, such as how the younger children have different needs to the older ones.

Children are happy, settled and confident and approach the childminder confidently for example, offering a spontaneously kiss and cuddle or to have their needs met, such as asking for a drink. The childminder has a flexible routine to her day to ensure children can follow routines from home, but experience a variety of different opportunities such as visits to the park or local places of interest where they enjoy opportunities for fresh air and physical play. They have access to drinks and learn about healthy eating options through discussion and a range of healthy snacks. However, hygiene routines are not consistently promoted in that children are reminded of washing hands after using the toilet but not before eating, as a consequence the risk of cross-infection is not reduced because some children use the same hand towel and sleeping children share bed linen. Children learn about personal safety, risk and the safety of others through the childminder's explanations. For example, children know not to run indoors and when using outdoor equipment to take care.

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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