

Inspection report for early years provision

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Inspection date	27/01/2011
Inspector	Lindsay Farenden
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 was registered in 2001. She lives with her husband and one child aged 11 years old in Carshalton, Surrey. The whole of the childminder's house is used for childminding purposes. One room is set up as a designated playroom. There is a fully enclosed garden for outside play. The family has one pet cat. The childminder is registered to care for a maximum of six children under eight years, of these three may be in the Early Years age group at any one time. She is currently minding four children in the early years age group who attend various days of the week. The childminder also cares for children over five years of age. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group. The childminder is part of the special needs childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very welcoming child-centred and stimulating environment. Children's learning is very well supported through methods appropriate to their ages and development, therefore they make excellent progress. Children's individuality is recognised by the childminder's secure knowledge of their family, individual needs, interests and abilities. She works extremely closely with schools and other agencies to ensure children get all the support they need. Close working partnerships with parents ensures good continuity of care. Records are well maintained, although the attendance record does not include full details of children's names. The childminder reflects on her practice through self-evaluation and constantly strives to improve the outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- improve the children's attendance record by including their surnames.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding children within the childminding setting. The childminder has a good knowledge of the signs of abuse and is aware of the procedures to follow if she concerns about a child's welfare. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children. The childminder supervises children very closely and has undertaken

risk assessments inside and outside of her home to ensure children's safety. Fire safety equipment is in place and the childminder practices her fire evacuation procedures regularly with the children, so they become fully aware of what to do in the event of a fire. Overall policies and procedures, which are shared with parents, are used effectively to promote the safety and welfare of the children. All the required documentation is in place, although the attendance record does not always include children's surnames. Children enjoy making choices of what to play with from a wide range of toys and play resources.

The childminder's commitment towards inclusion is a key strength in her setting. The way that she adapts activities to enable children of all ages and abilities to participate is inspirational. For example, babies thoroughly enjoy joining in with a painting activity with older children. Children access an excellent range of resources which help them develop positive images of diversity in every day play. The childminder has a very positive attitude to caring for children with learning difficulties and or and works closely with other agencies to ensure they are well supported to reach their full potential.

The childminder has undertaken a self-evaluation childminding setting and has a genuine commitment to continual improvement. Since the last inspection the childminder has gained a level 3 qualification in childcare and education, which contributes to the high standard of care and education provided to the children.

The childminder has developed good relationships with the parents and encourages them to share what they know about their child. This helps her to focus on each child's individual needs and support their learning. Daily feedback to parents keeps them well informed about their children's progress, routines and activities they have done. The childminder achieves the views of parents through questionnaires. Results from these are complimentary about her childminding provision. The childminder regularly liaises with staff at schools children attend to discuss what they are learning. She then uses this information to provide activities to enhance and consolidate children's learning in her care.

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

Children enjoy thoroughly their time at the childminder. Warm and trusting relationships have developed between the childminder and the children, which gives children a sense of belonging and demonstrates that they feel safe. They confidently choose what they want to play with and quickly become absorbed in their play. The childminder devotes her time to being with the children and regularly sits with them and joins in with their play. She uses many play opportunities to extend children's learning. For example, she encourages them to count and name colours of resources they are playing with. Children very much enjoy a game in which the childminder asks them to find different coloured objects. They find pleasure in looking at books, which are easily accessible to them. Children like sitting with the childminder and having stories read to them. The childminder gives children excellent support as they have fun playing a board

game with small books, which helps them to recognise and sound out letters. Children's knowledge and social skills are further developed through a wide range of outings in the local community. For example, toddler groups, parks, nature walks and farms.

The childminder shares her time skilfully between the children and their individual pace of learning is valued. She has an excellent understanding of child development and how children learn through play. She makes clear observations of children's achievements and then uses these effectively to plan activities to help them make very good progress in their next stage of development. Children behave very well because they constantly occupied and are given lots of praise for their efforts and achievements.

Children have many opportunities to take part in physical activities that contribute greatly to a healthy lifestyle, such as, walking, playing on apparatus in the park, visiting soft play facilities and playing in the childminder's garden. Children learn about healthy eating as they enjoy cooking activities, such as making pizzas with fresh ingredients. Drinking water is available to children at all times, preventing them from becoming thirsty. Children are cared for and play in a clean home in which the childminder gives high priority to hygiene procedures. Children are helped to wash their hands before meals and paper towels are used to prevent cross-infection. The childminder is able to attend to minor accidents as she has a well stocked first aid box and holds a current first aid certificate.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1
The extent to which children feel safe	1
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	1

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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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