

Inspection report for early years provision

Unique reference number	EY341373
Inspection date	01/03/2011
Inspector	Sarah Street
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 2006. She lives with her husband and three children aged nine, 11 and 14 years in Thames, Ditton, Surrey close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding, with bedrooms available for rest. The family have two cats, a rabbit, hamster and guinea pig.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding 2 children in this age group, both of whom attend on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has an early years qualification. She regularly attends local toddler and activity groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Settled and happy children obviously enjoy their time with this caring childminder. Children have their learning and welfare needs met as the childminder has a generally clear understanding of the requirements of the Early Years Foundation Stage. The childminder is committed to maintaining continuous improvement. She accurately identifies the areas she wishes to improve, seeks the views of parents and children and has taken effective action since her last inspection. The childminder clearly knows each child well, recognising, valuing and supporting their uniqueness.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 03/04/2011

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

- implement a system to record the details of the evacuation drills, identifying any problems encountered and how they were resolved

- develop the written observations in order to show the next steps in each child's learning

The effectiveness of leadership and management of the early years provision

The childminder clearly understands when children may be at risk from abuse and has procedures to follow. She has attended training since her last inspection in order to support this knowledge. Children are provided with a safe and secure environment as the childminder is able to identify risks and take steps to eliminate them. However, she has not kept a record of the risk assessment and this is a specific legal requirement. The home is well-organised and children move confidently around the home choosing whether to play inside or out. They happily select what to play with and concentrate well at their chosen activity. The resources are plentiful and meet the needs of the children. For example, when children say they would like to do some sticking, paper and glue is promptly provided. The resources which promote the diversity of society help children understand the society they live in.

The childminder has a good vision for the future in order to drive improvement. She has taken effective action following the recommendations made at the last inspection to help improve the outcomes for children. Through discussion, she demonstrates that her self-evaluation appropriately identifies the areas she wishes to develop. These are relevant and support her service appropriately. The views of parents and children are sought when making these decisions. Good links exist with parents and information they leave for the inspection is very complimentary. Required documentation is in place in relation to each child's needs and is stored confidentially. Parents are able to share their child's observation folder which includes photographs and what their child can do. The childminder currently does not record the identified next stage in the children's learning and development in this record. This means progress may not be fully monitored or shared. Currently none of the children attend other care or education providers. Through discussion, the childminder demonstrates a clear understanding of the need to work in partnership with other settings in order to promote continuity and consistency in learning.

The childminder demonstrates a clear understanding of the Early Years Foundation Stage. She regularly looks at the supporting guidance using this information to support individual learning and development. She is able to identify when children are making very good progress and areas they may need support in developing. For example, to encourage boys who are reluctant to develop their pre-writing skills lots of fun, creative activities are provided to encourage this. The childminder provides a wide range of activities and resources for the children inside and out of the home. This ensures she covers the six areas of learning and children have an enjoyable experience in her care. She spends her time supporting the children effectively as she sits and plays with them with interest and enthusiasm.

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

Children show lively enthusiasm in their learning and the very warm relationships which exist between the children and childminder help children feel safe and secure. Children feel valued as they are able to leave favourite activities out in preparation for the next time they attend. Lots of lovely conversations take place and the childminder encourages language as she regularly poses open-ended questions encouraging children to reflect and discuss issues and events.

Throughout the day children happily participate in interesting and varied activities. They have regular opportunities to socialise as they visit parks, groups and libraries. Children actively use their imaginations when carrying out games with the small-world figures and the childminder supports this by involving herself in the play. They enjoy music and have access to a range of instruments. The childminder helps set the foundation for children's future life skills through the activities which support their numeracy, reading and writing skills. Children particularly enjoy working with numbers and are confident when sorting and counting. When they find a telephone young children show an interest in the numbers, asking for help to find a certain number. Lots of interesting puzzles enable children to use their problem-solving skills and they enjoy these activities. Children have access to a varied range of books and enjoying discussing words a letter begins with. Children learn about the wider world as they visit farms, help care for the rabbit, hamster and guinea pig and celebrate some festivals including Chinese New Year and St Patrick's Day. Children have many opportunities to develop their small and large muscle skills. In the garden they access the slide, balls and the trampoline and regularly visit local soft-play groups. Small muscle skills develop as they fit puzzle pieces and sort the animals.

Children behave well as the childminder is a positive role model who treats the children fairly. When any situations arise she calmly, and firmly, explains what is not acceptable. She successfully uses distraction of a favourite activity to divert children who promptly, and enthusiastically, respond. Children demonstrate that they confidently know the rules telling the inspector that shoes are not allowed indoors. Children learn about keeping safe as they are reminded to help check the garden before they go out and carry out evacuation drills. The childminder does not keep a record of these drills which means she cannot keep a record of any problems and how they were resolved. Children's health is promoted well. They do not become thirsty as their drinks are always accessible and the childminder provides a healthy and balanced diet. Good hygiene practices minimise the risk of cross infection. The home is very clean, toys are wiped daily and individual hand towels are provided. When children go on outings they use anti-bacterial hand wash, particularly if they visit the farm. Children have daily access to fresh air as they go on outings or play in the garden.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
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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