

Inspection report for early years provision

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Inspection date	01/03/2011
Inspector	Christine Stimson
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 February 2001. She lives with her husband and four children aged 16, 14, 11 and eight in a residential road in Worcester Park Surrey. The premises are located close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. She has a two cats as pets.

The childminder is registered to care for a maximum of three children under eight years at any one time. She is currently caring for two children in this age group. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from the local school and visits the library, the local park and toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes children's learning and development by planning for them as individuals. However, she does not establish children's starting points when they first come into her care. The childminder dedicates her time to the children, supporting them in their play and learning. As a result, children are making good progress. Trusting relationships are established between the childminder and the children, and inclusive practice is promoted through partnership with parents and the local school. The childminder strives for continual improvement by embracing training opportunities, but has yet to include parents and children in her self-evaluation of practice. The childminder makes sure she safeguards children by improving her knowledge of child protection issues, and takes measures to ensure children play in a safe environment. The childminder has met the recommendations made at her last inspection

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to include the views of parents and children
- risk assess each type of outing children are taken on and review the assessment before embarking on each specific outing
- use experiences children bring from home as the starting points for their learning

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to safeguard children and knows how to proceed if she concerns about a child in her care. Safeguarding procedures are shared with parents and the childminder keeps a copy of the Local Safeguarding Children Board guidelines on site for referral. To make sure children play in a safe environment the childminder undertakes daily visual checks on her home and carries out a full risk assessment of her home periodically. The childminder has completed one written risk assessment for her frequent outings to the park, but has overlooked risk assessing her visits to the library and the local toddler groups. The childminder has devised an evacuation plan and children practise this with the childminder every few months. This helps children to learn how to leave the building quickly and safely. All records and regulatory documentation is maintained to further safeguard children's welfare.

The childminder embraces training opportunities in her strive for continual improvement, and uses information from the training to improve outcomes for children. The childminder has not yet started to self-evaluate practice to identify strengths and weaknesses, and has not approached parents or children for their opinions. Inclusion is promoted as the childminder has established good relationships with parents, exchanging daily contact books and sharing children learning journeys. She has links with the local school and uses information from teachers to build on children's existing knowledge.

Children play with a range of good quality and well maintained toys, suitable for their age and stage of development. These are available for children to self-select and make a choice in their play. The childminder has a meeting with the new parents and talks to them about what their child's routines are, but does not ask about what children already know and can do. Although the childminder does not have written planning for each child in her care, she bases her planning of activities on written observations and next step notes made of children's individual achievements. Since the last inspection the childminder has improved her practice by making sure that all electric sockets are inaccessible to children and keys to locked windows are easily accessible. She has increased resources that reflect diversity and uses these as part of children's integral play. The childminder now has incident, accident and existing injury forms that she has uses as part of her record keeping.

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

Children enjoy their play, the majority of which is child initiated. The childminder suggests adult led activities to children who are keen to participate. For example, the childminder asks children if they would like to paint, and they jump up and down with excitement as the paints and paper are placed on the table. Children

love creative play and conversations develop with children who answer questions about colours and shapes. The childminder is quick to praise children's efforts and achievements and makes sure they have plenty to occupy them whilst they are in her care. As a result, children are well behaved and cooperative. Children have opportunities to go out and about whilst in the care of the childminder. She takes them to local parks and playgrounds where they play on playground equipment, practising and developing their physical skills. Regular visits to the library to look at books and take part in for rhyme time, helps children to learn songs which they then practice back in the childminder's home. Children attend toddler groups and the childminder said the children in her care initiate play with others and are beginning to form friendships. Children are learning their colours and shapes. For example, children play with dough and are asked what colour they are choosing. Children respond and if correct are praised, and if they get it wrong the childminder emphasises the colour to them and the children repeat the word. Children are beginning to recognise shapes whilst using cutters, identifying circles and triangles. The childminder does not miss opportunities to count with children as they go up and down stairs within the home. Children have opportunities to use the childminder's lap top whilst in her care and visit popular children's web sites. This helps them develop skills of clicking, dragging and following instructions to make changes to images on the screen. Children love to cook whilst in the childminder's care and have made pizzas in the past which they later ate for their lunch.

Children follow routines whilst in the childminder's care and are learning about good hygiene procedures. For example, they wash their hands prior to snack time and after using the toilet. Children have access to activities both indoors and in the garden, which is a safe environment with plenty of outdoor play times for children to access. Diverse resources are available in the form of dolls, books and imaginary play items. Children socialise with people from other cultures whilst playing at toddler groups and visiting libraries. This helps them to gain an understanding of diversity. Children are given small responsibilities such as tidying away toys and setting tables for meals. The childminder sits with children as they eat and they chat about their day enjoying each others company.

Children are learning to keep themselves safe. For example, they hold the pushchair when walking along the pavements and point out the green man to the childminder at crossings. Children regularly practise the fire evacuation plan to ensure they all know how to leave the childminder's home quickly and safely.

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	3
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	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	3

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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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