

Inspection report for early years provision

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Inspection date	09/03/2011
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.

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Description of the childminding

The childminder has been registered since 1990. She lives with two adult children in a house on the outskirts of Redhill. Within the local area there are schools, shops, parks and other child centred amenities. The childminder cares for the children using the lounge/dining room. Toilet facilities are downstairs. Children sleep in an upstairs bedroom. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. Currently she is caring for three children in the early years age group. She also offers care to children aged five to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a happy, inclusive environment where children are settled and enjoy their play. They are making good progress in their learning and development and have their welfare needs mostly met. Relationships with parents are good and contribute well to ensuring that each child is effectively supported in the setting. The systems in place for self-evaluation and driving improvement are mostly effective.

What steps need to be taken to improve provision further?

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

- improve the systems for monitoring children's progress and achievements; match the observations of children to the expectations of the six areas of learning and use information gained to help plan activities to further support individual learning and development
- improve the good health of children by ensuring effective hygiene procedure are in place, such as hand washing and individual towels
- develop further the self-evaluation of the provision to continually review and identify areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder has systems in place to effectively safeguard children. She demonstrates a sound knowledge of safeguarding issues to support her in protecting children from harm and is aware of the procedure to be followed if she has any concerns about a child in her care. Parents are informed of her responsibility in this respect through a written statement. The childminder undertakes written risk assessments of her home, garden and outings children undertake to ensure their safety. This enables children to be adventurous and manage risk, such as climbing up, turning round and sitting on a chair. Fire fighting equipment is suitably sighted and emergency evacuation drills are practised with children. This ensures the premises can be evacuated quickly and safely. Accident, incident and medicine records are well maintained and shared with parents. All written parental permissions are in place in line with requirements. The childminder maintains a local authority approved first aid certificate and a first aid box is easily accessible. This means any minor incident is dealt with quickly. However, children are not protected from cross infection because the childminder does not do all she might to ensure good hand washing procedures are in place before eating and children share a hand towel.

The childminder's home is well organised and offers a warm, welcoming and relaxed family environment. Young children's relaxed manner and free movement indicates that they are happy and feel safe. They gain a sense of belonging through the daily routines in place, such as the arrangements at snack and nap time. Their independence is developing as they help themselves to a good range of quality toys and resources that are easily accessible, provide interest and used well to support all areas of their learning and ensure integration. Young children are helped to learn to respect and value all people through their play and exploration of resources that reflect positive images of diversity and outings.

Parents receive information about the way the childminder organises her service through the written policies and procedures available for them to read. The childminder is aware of the importance of exchanging good quality information and makes herself available for discussion each day. This is supplemented by written daily diaries which provide a flavour of each child's day and enable parents to share in this. Children do not attend other settings but the childminder is aware of the importance of establishing good partnerships.

The childminder identifies some areas for improvement through self-evaluation, discussion with other childminders and accessing training courses. This satisfactorily maintains continuous improvement .

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

The childminder creates a welcoming environment for the young children who are happy and settled. She dedicates her time to them to supporting and interacting with them. They enjoy good individual attention and it is evident that close, caring relationships have been established.

Young children learn through a balance of adult-led and child-initiated play; they make choice as they actively engaged in stimulating play opportunities which are clearly linked to the six areas of learning; for example, they become absorbed in exploration and investigation of their own ideas as they transport toys and objects around. They show pleasure as they push and pull small world toys along the floor. Children's emerging language and numeracy skills are well supported as the childminder talks to the young children about what they are doing and allows time for them to respond. Together they enjoy a good range of fact and fiction books such as Barney's Wonderful Winters Day and Animals. The childminder uses this opportunity to talk about what they see and know and to introduce colour number and shape. They are beginning to use everyday technology equipment in their imaginative play and know how to operate interactive toys and switch role play equipment on and off. This develops early skills for future learning.

Young children develop good co-ordination and balance skills as they move freely around the home and between play areas, negotiating equipment carefully. Daily outings to local venues provide opportunities for fresh air and exercise. They enjoy different types of play, such as access to large and small play equipment at the local parks and play areas for socialisation enabling young children to form relationships and learn to consider the needs of others as they share and take turns.

The childminder monitors children's progress through regular observations supported by photographic evidence and examples of their work and links this to all areas of learning. However, she does not record this in the child's learning journey in order to ascertain their progress and plan their next steps in learning.

Children are developing an understanding of healthy eating and enjoy healthy, nutritious meals and snacks, provided by parents, which contribute to their good health and wellbeing. Drinks are freely accessible and offered to ensure children remain hydrated.

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	3
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	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	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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