

Inspection report for early years provision

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Inspection date	07/03/2011
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.

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Description of the childminding

The childminder has been registered since 2007. She lives in a house with her two children aged 11 and six years in Sutton, Surrey. The whole of the home is used for childminding and there is a designated playroom. There is a fully enclosed garden for outside play. She has one pet cat and two rabbits.

The childminder is registered to care for a maximum of 5 children under eight years, of whom three may be in the Early Years age group. There are currently five children on roll in the early years age group who attend at various times and says of the week. She also provides care for children aged over five years to 11 years. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good with number of outstanding outcomes for children. Children flourish in this childminding setting as they have many stimulating experiences that promote their learning and development, both inside and outside of the home. The childminder respects and values the uniqueness of each child providing a fully inclusive service where each child is welcomed, respected and included. Close working relationships with parents ensures excellent continuity of care. The childminder works extremely well with parents and other settings which children attend. This leads to effective continuity of care and learning. The childminder shows a strong commitment to maintaining continuous improvement through developing further systems for self-evaluation and constantly striving to improve her provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the system for self-evaluation of the childminding provision
- develop further opportunities to for children to develop their awareness of different cultural festivals

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a clear understanding about her role in protecting those in her care. She has a good knowledge of the signs of abuse and procedures to follow if she concerns about a child's welfare. The childminder been fully vetted, ensuring her suitability to care for children. Comprehensive risk assessments have been undertaken for inside and outside of

the home to reduce the any potential hazards and high consideration is given to ensure children are safe at all times. Fire safety equipment is in place and regular fire drills ensure that children are aware of the procedures to follow in an emergency. Children gain a good understanding about keeping themselves safe, as the childminder uses activities and books to help them learn about road safety and reinforces this on outings.

Effective written policies and procedures are used to guide the childminder in her daily practice and to promote the welfare and safety of the children. All required documentation and parental consents are in place. Since the last inspection the childminder has gained a level 3 in childcare and children's care and learning is greatly enriched by her enthusiasm and commitment to her work. Although she has not yet devised a system for self-evaluation she constantly looks at how she can develop the experiences for the children in her care. For example, she has transformed one room into designated playroom in which children are able to access a vast range of toys and play equipment. Excellent use is made of space, so children are able to move freely between the rooms on the ground floor and access the garden when ever they wish. Children's behaviour is exemplary because they thoroughly enjoy their time with the childminder and are continually occupied. The childminder is very calm with a caring approach to the children, offering lots of praise for their efforts and achievements.

The childminder's commitment to maintaining very positive relationships with parents and other settings ensure that children are consistently cared for and are provided with highly appropriate support enabling them to make excellent progress in welfare and learning. Parents receive detailed information about their child day through verbal feed-back and written daily diary. Letters and questionnaires from parents show they think very highly of the childminder and the provision she provides. The childminder's portfolio is shown to parents giving them a wealth of information about her provision and information on childcare.

Children's individuality is recognised and nurtured by the childminder who has a very secure knowledge of individual needs, interests and abilities. The childminder demonstrated a very positive attitude to caring for children with learning difficulties and or disabilities. She makes use of books and toys to help children learn to accept and acknowledge diversity and about the society that they live in.

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

Children are very happy and settled and thoroughly enjoy the time they spend in the childminder's care. Warm and trusting relationships have developed between the childminder and the children, which gives them a real sense of belonging and demonstrates that they feel safe and secure. The childminder has a very good understanding of the 'Early years Foundation Stage' and the activities and experiences planned for children are rich, varied and to meet their individual developmental needs. The childminder uses simple questions and discussions with children successfully to challenge their thinking and learning. Each child has their

own meaningful record of learning, illustrated well with photographs and highlighting their achievements and the planning for their next steps in learning. These are regularly shared with parents and given to them when their child leaves, providing them with a superb record of their child's time at the childminder's to treasure for years to come.

Children enthusiastically choose what they want to play with and benefit from the attention they get from the childminder, who clearly enjoys their company and often sits on the floor with them and joins in with their play. Children have great fun putting play people into the train and watching them go around the track. The childminder helps them learn about the wider world by bring out toy buildings of Big Ben and Eiffel tower. They very enthusiastically sing action songs to music with the childminder. They develop problem solving skills as they watch balls move down drain pipes fitted to the wall in the garden. Children are provided with an excellent range of activities to encourage their creativity. For example, making hand prints in clay, moulding dough, cooking, sand play and painting and sticking activities and cooking skills. They develop their imaginations through a wide range of resources and dressing up clothes. Children have constant access to books and like having stories read to them. They enjoy celebrating their birthdays with a cake and begin to learn about other festivals as they taste special sweets at Diwali. Regular outing to toddler groups helps to develop children's social skills and further supports their development as activities encompass the six areas of learning. They are learning about caring for the environment, as they take bottles and cans to the recycling centres. On red nose day they dress up to raise money for others less fortunate than themselves. Children's interests and knowledge is greatly enhanced through a vast range of outings. For example, the zoo, farms, museums, national trust gardens, steam railways, sea-side, football stadium, bowling, pony riding and visiting London to see Buckingham palace.

Children develop a very good awareness of what constitutes a healthy lifestyle. They enjoy a wide range of opportunities to develop their physical skills, as they use the well resourced childminder's garden of a slide, swing, trampoline, and wheeled toys. They also frequently visit parks to feed the ducks and use play equipment. Children are cared for and play in a very clean home in which the childminder gives very high priority to hygiene procedures. Children benefit from home cooked healthy meals. They go to pick your own farms, where they find it a great adventure to did up vegetables. The childminder has a holds a current first aid certificate and well stocked first aid boxes, which ensures that any accidents can be attended to immediately.

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	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	1
The effectiveness of the setting's engagement with parents and carers	1

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	2
The extent to which children adopt healthy lifestyles	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met