

Inspection report for early years provision

Unique reference number	120738
Inspection date	15/03/2011
Inspector	Cathy Hill
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1993. She lives with her husband and two adult children. They live in a detached house in Lightwater, Surrey. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on this floor. There is a fully enclosed garden available for outside play. The childminder is a member of the National Childminding Association and attends the local carer and toddler groups. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age group. She is currently minding two children in this age group on one day a week. She also offers care to children aged over five years to 11 years. The childminder is registered to provide overnight care for a maximum of two children under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very experienced in caring for children and organises her practice effectively to provide children with a very warm and welcoming family environment for their care and learning. Children are making good progress with their learning and are sensitively supported as they play. The childminder maintains an excellent range of mostly very well detailed documentation to support her childminding service. Overall, the use of resources to support children's learning and development is very good. The childminder is a dedicated professional and is committed to continually improving her practice and her own knowledge and skills through ongoing training.

What steps need to be taken to improve provision further?

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

- improve learning journey records by showing the learning objectives of children's next steps in development
- develop inclusive practice by displaying pictures alongside existing word labels on resource boxes so all children are aware of their contents
- develop further the use of self-evaluation systems as the basis for an ongoing review of practice.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded extremely well by the childminder whose practice in this area is outstanding. She has attended safeguarding training and training regarding the common assessment framework, has a detailed written policy to support her practice in this area and maintains a record of visitors to the home. Individual risk assessment records are in place for all children, ensuring that safety precautions are taken according to each child's individual needs. Risk assessment records are also in place for outings children are taken on. The childminder has written parental consents, for example, to the seeking of any emergency medical advice or treatment and shares accident records with parents. Children receive appropriate care if they have minor accidents as the childminder is a qualified nurse and maintains a current first aid certificate. The childminder treats all children with equal concern and is very attentive to their individual needs, such as settling children for a sleep when tired. She has a wide range of toys accessible to children throughout the minding areas. Toy boxes have word labels on to help develop children's awareness of print but there are no picture labels so all children can be aware of the contents of boxes. This is an area the childminder has already identified for improvement. Educational posters displayed at children's level, for example about healthy eating and shapes, provide a stimulating surround for children.

The childminder has very good relationships with parents. She shares all her policies and procedures with them and keeps them well informed about their children through discussion and sharing children's learning records. Parents highly praise the childminder who they state is 'reliable...a very warm person' and 'one in a million'. They confirm that she is a 'fantastic childminder...[with] a happy, caring and safe environment [for children] to play and develop in'. The childminder has a positive attitude towards working with others involved with children's care and education should the need arise. The childminder has partially completed a self-evaluation form about her practice and has also completed a comprehensively detailed record of how she supports children's learning and development in all learning areas. She has identified areas for further improvement to her practice and is very proactive in attending training to continually develop her own knowledge and skills. She is currently working towards a level 3 early years qualification and has also attended training, for example, about learning and development and schemas and about food safety.

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

Children are relaxed and at home in the childminder's care and move freely between rooms showing they are comfortable and familiar with their environment. They develop a sense of belonging as their photographs are clearly displayed for them to see. Their behaviour is very good as they are sensitively supported and actively occupied with play of their choice. They show a strong motivation to learn

as they eagerly move from one toy to another learning through independent exploration. The childminder praises children's efforts thereby boosting their confidence and self-esteem. She acts as a positive role model with regard to manners and children develop an understanding of positive behaviour through house rules which are displayed. Discussion with the childminder develops children's understanding of safety. For example, she gently explains to children why they cannot wear her glasses as it would not be good for their eyes. They take part in regular practises of the childminder's fire drill which reinforces their understanding of how to keep themselves safe. Children turn to the childminder for support and comfort, showing they feel safe and secure in her care. The childminder soothes babies, when tired, with cuddles and gentle conversation before settling them for a nap. The childminder works in partnership with parents to meet children's dietary requirements. Her policies and procedures help protect children from illness and infection. Children play in a home which is maintained to a high standard of cleanliness. They follow routine hygiene practice as they wash their hands before eating. They have regular opportunities for exercise and show good control of their bodies as they play.

The childminder ensures children have good opportunities to develop their future skills through a balance of free play and adult led activities. She maintains learning journey records for children which include written and photographic evidence of their achievements. The childminder tracks children's development towards the early learning goals and plans their next steps in learning, although these do not state the specific learning objective for development. Children have fun as they play and the childminder interacts with them asking them questions to make them think. Children absorb themselves playing with a pop-out toy and carefully twist and push buttons to make animals pop out of the toy. Children recognise and name a rabbit and correctly tell the childminder, when asked, that they eat carrots. Children use their imagination well as they pretend the dog on the toy is asleep and when they twist the button and he pops out they state he has woken up. They take control of their own learning and sit and mark make on the drawing mat. The childminder challenges children to draw a circle and children rise to the challenge to do this. Children play with a shape sorter and recognise and name a circle and triangle and the childminder develops their knowledge of shapes as she names the heart shape they handle. They explore a toy camera to see how it works and enjoy building with construction blocks. The childminder talks to children about the different colours of toys they play with and she reinforces the correct pronunciation of some words by repeating them after children, thereby confirming she is listening as they talk to her. Children have learnt about the natural world, for example, through nature walks with the childminder collecting leaves. They have had opportunities for creative development through engaging in activities making gloop and playing with musical instruments.

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	1
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
--	---

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	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	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----