

Inspection report for early years provision

Unique reference number	507239
Inspection date	22/03/2011
Inspector	Helen Penticost
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 1992. She lives with her husband and one adult son in Dorking, Surrey. The whole ground floor of the childminder's house and one upstairs bedroom for sleeping is used for childminding, and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder walks to the local pre-school to take and collect children. She also takes children to local shops and parks. The family have three cats and a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and have formed positive relationships with the childminder. Overall, children make good progress in their learning and development as their individual welfare needs are highlighted and met well. The childminder fosters good relationships with parents and other providing early years care, which ensures a consistent and cohesive approach. The childminder is committed to developing and improving her practice and demonstrates a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that children's next steps are being clearly identified and used in leading future planning
- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities with regard to supervising children in her care. She demonstrates a good knowledge and understanding of signs and symptoms of abuse and of the procedures to follow should she have any concerns. Required written records are in place and well organised to ensure confidentiality. The childminder risk assesses her premises on a daily basis, and she risk assesses outings as and when they occur. Necessary fire equipment is in

place to protect children in the event of a fire; however, fire evacuation is not currently practised with the children and therefore the childminder does not maintain a fire evacuation log. The childminder ensures that children are supervised at all times and never left unsupervised with a person who has not been suitably checked.

The childminder demonstrates a commitment to continuous improvement. She frequently reflects on the service that she provides and she is keen to attend training and workshops to update her knowledge and skills. The childminder has a good awareness of her own strengths and weaknesses and she has taken action to ensure that the recommendations raised at her previous inspection have been met. Play space is well-organised and there is a wealth of toys and resources available to aid children in their learning and development. The equipment and resources are of good quality and are suitable for the ages of the children to support their interest and desires. The childminder provides an inclusive practice for all children as she recognises and acknowledges them as individuals.

The childminder works in partnership with parents, sharing information regularly with parents to maintain an effective two-way flow of information. Contracts are drawn up and parental consents sought to ensure that all arrangements are clearly agreed. The childminder has a clear system in place to gather information from parents regarding children's individual needs from the onset. Comments from parents include, 'You are fabulous childminder who has made going back to work as stress free as possible.' The childminder has established positive links with other professionals involved in the care and education of the children, such as local pre-schools, to ensure children's needs are well met.

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

Children are happy and settled in the childminder's care. They are confident to explore the environment and to select toys for themselves. For example, they choose their favourite dressing up accessories such as a fairy wand, headband and handbag. The childminder interacts warmly with them, which helps to develop confidence and language skills. She sits nearby as children play so that she can offer support if needed. The childminder manages children's behaviour well through techniques that are effective for the ages of the children. They learn to take risks in safe surroundings, for example, as they climb on the climbing frame within the garden. Children are encouraged to work together and to share during their play. They have fun initiating and developing their own imaginative games such as playing a game of peek-a-boo in the play tent.

The childminder encourages children to gain an understanding of people with differences. For example, she provides a range of resources that reflect positive images of diversity including dolls, figures and books, and children join in activities that help raise their awareness of other festivals celebrated throughout the world. Children develop collaborative skills and simple problem solving through construction-play and daily routines. They look at the buttons and levers on the

helicopter and watch as they are rewarded with flashing lights and sounds and movements as the helicopter blades go round. They have lots of opportunities to be active and enjoy accessing the garden, where they use a variety of toys and equipment to help develop their physical skills, on a regular basis. Children also benefit from activities outside the childminder's home as they walk around the local community and take part in walks with the family dog.

Through daily routines children begin to develop good hygiene practices, such as the use of individual hand towels, which reduces the risk of cross-contamination. Children are provided with a variety of healthy snacks and drinks are readily available to ensure they remain hydrated. Their individual dietary needs are established on admission and are fully supported by the childminder. Children develop and understanding of sustainability through growing vegetables such as potatoes, which they plant and tend. The childminder undertakes regular observations which she uses to inform individual learning journals to promote children's development. However, this information is not used effectively to plan for children's next steps in their learning and development. The children's individual learning journeys are used as a joint process between the setting and home to ensure parents are fully informed of their child's progress and involve them in their learning.

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	2
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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) 05/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children). 05/04/2011