

Inspection report for early years provision

Unique reference number	EY278416
Inspection date	24/03/2011
Inspector	Teresa Elkington
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 registered in 2004. She lives with her husband, three teenage children and an eight year old in Merstham, Surrey. Local shops, school, library and parks are within walking distance of the home. Minded children have access to the whole of the ground floor, although the main play area is the conservatory and lounge. The childminder's home is accessible to those with limited mobility. There is an enclosed back garden for out door play. The childminder has three cats. Children are taken to local parks and places of interest. The childminder is a member of the National Childminding Association and a member of the local childminding Network.

The childminder is registered to care for a maximum of six children at any one time. She is currently caring for six children in the early age group on a part-time basis. The childminder is registered on the Early Years register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a relaxed family environment where their needs are well met by a committed and enthusiastic childminder. Systems to support the learning and development progress of children are well managed and supportive of individual learning needs. Overall, children's welfare is promoted well. Partnerships with parents are secure. The childminder has a strong commitment to improvement, which ensures that outcomes for children are continually and effectively met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and welfare). 31/03/2011

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

- refine the two-way flow of information exchanged with other Early Years Foundation Stage settings that children attend, to help support and extend children's learning and development
- clarify the record of risk assessments to show clearly how identified risks have been minimised in regard to regular outings undertaken

The effectiveness of leadership and management of the early years provision

The childminder has an astute awareness of child protection issues which has been enhanced by her attendance at additional training sessions in support of this area of her work. She shows a good awareness of her role and responsibility to protect children in her care. All household members over the age of 16 years have undertaken relevant clearances so ensure that they are suitable to be in regular contact with children. Regular risk assessments of most aspects of care and daily checks within the home contribute towards children's safety and well-being. However, assessments to ensure that children are safe when undertaking regular outings are not in place. Most of the required documentation is in place, however, permission for the seeking of emergency medical treatment or advice has not been requested from parents. Children's attendance and accident records are well maintained and written policies in support of the service provided are in place and shared with parents.

The childminder shows a strong commitment to sustaining and improving the quality of the provision that she provides. She is very aware of her strengths and weaknesses and works closely with her network co-ordinator to help support improvement and develop practice. She shows a willingness to further her own personal development through the attendance of training courses in support of her work. Children play within a setting that is thoughtfully arranged to meet their needs, for example, resources are well organised to allow children to freely access a wide and stimulating range of age appropriate toys and activities. The childminder shows a thorough awareness of children's individual needs and recognises the uniqueness of the children in her care. This allows her to provide a varied and interesting programme of activities which is built upon enhancing the skills they already have and developing their skills for the future.

Children benefit from the successful partnerships that are forged with parents; they have access to a range of information which provides a clear reflection of the childminders provision. A two-way flow of information through the use of both verbal and written daily summaries provides parents with valuable insights to the children's daily routines, activities and achievements. An equal partnership to learning is fully adopted and embraced between both parents and the childminder; informal and formal opportunities are available so that information can be exchanged as to achievements and progress of development both at home and within the setting. The childminder adopted some systems to support children who attend other early years provision, however, she acknowledges that these systems are not yet fully supportive to ensure a consistent approach to learning and development.

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

Children are cared for in a warm, welcoming and relaxed environment. As a result, children are well settled and respond to the caring interactions of the childminder who readily offers support and guidance throughout the day. The childminder ensures that children receive a balance of child-initiated alongside adult lead activities ensuring that they are enthused and helps them to become active and inquisitive learners. The childminder is skilful in providing challenge and extending learning for individual children. For example; children show delight as they play with the activity cube, slotting cubes into place and watching the actions of the childminder as she makes the picture spin around, encouraging the child to follow the process and gain confidence in developing this skill for themselves.

The childminder has a good awareness of how children learn and develop. She maintains very good records of the children's progress, through the use of observations, and photographs. These records are comprehensive and accurately reflect children's progress and achievements which are clearly linked to the six areas of learning. Children's next steps are clearly identified which allows the childminder. Learning journals are very well presented and shared at regular intervals with parents.

Children's behaviour is supported well, as the childminder adopts a calm, caring and consistent approach, to help children develop an understanding of acceptable behaviour. Children receive constant praise and encouragement which promotes their self-esteem. Their sense of belonging is actively promoted as they see photographs of themselves within the home helping them to feel secure and welcome. The childminder helps children to develop their respect for difference by providing a range of play resources that reflect positive images of cultural diversity. Children enjoy a wealth of physical play opportunities both within and away from the home.

Children are well-protected from illness and infection. They have access to individual towels and flannels and hand washing is actively encouraged for example, in preparation for mealtimes and after petting the cats within the home. Younger children are well protected through the strict hygiene routines that the childminder adopts when changing their nappies. Children's dietary needs are appropriately considered, as the childminder works in partnership with parents to ensure children receive healthy meals and snacks, as well as regular drinks. Children awareness of keeping themselves safe is well fostered as they are encouraged to abide by the rules of the road when out and about and as they practice fire evacuation procedures on a regular basis.

Children enjoy a range of activities to support and develop their skills for the future. They enjoy exploring a range of interactive resources allowing them to respond to what they see and hear. They use a range of malleable materials to arouse their senses, develop the use of small tools and to stimulate their creative flairs for example messy play and finger painting activities. They have access to a range of reading materials that are supportive of their age and stages of

development. Children's social attributes are well fostered as they enjoy the company of others their own age away from the home environment; for example, regular visits to local childminder groups and mother and toddler groups.

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	3
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	3
The extent to which children adopt healthy lifestyles	3
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
--	-----