

Inspection report for early years provision

Unique reference number	EY415965
Inspection date	10/05/2011
Inspector	Christine Stimson

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 works at the home of another registered childminder in Kingston Upon Thames. The house is located close to shops, parks, schools and public transport links. The whole of the premises are used for childminding, but the downstairs is used for play with one room for cot rest whilst the upstairs is only used for cot rest. There is a fully enclosed and decked garden for outdoor activities.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She also offers care to children aged over five years to 11 years. The childminder works alongside another registered childminder and when working together they may care for a maximum of six children under eight years at any one time, of whom no more than six may be in the early years age range. There are currently eight children on roll attending on a part time basis. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and attends toddler groups, the library and parks with children on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's welfare needs and ensures they are engaged in activities to help their learning and development. Children have access to a range of good quality resources, but these lack items that reflect diversity. Written observations of children's achievements are made by the childminder and next steps noted. However, these are not carried forward into future planning. The childminder has a good rapport with parents, keeping them informed each day verbally of how their child's day has been, but she does not share children's progress assessments with parents. Children do not attend other settings at the moment, but the childminder is aware she needs to establish links with other care providers if circumstances change. The childminder has yet to evaluate her practice, but has received positive comments from parents about the care shown to children. The childminder has begun to embrace training opportunities since registration and intends to book more courses as part of her continuous improvement. Children are safeguarded as the childminder has a clear understanding of child protection issues and makes sure the environment they play in is safe and secure by doing regular risk assessments for the home and for outings.

What steps need to be taken to improve provision further?

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

- analyse observations to help plan activities for individual children using next step notes
- help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture and disability issues
- engage with parents about their children's progress and development, and develop systems to ensure parents have regular opportunities to add to the development records.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder undertakes risk assessments on her home and for all outings with children. She also conducts a daily visual check of the home to ensure children play in a safe environment. Regulatory documentation is maintained to further safeguard children. The childminder requests written consents from parents for taking photos, applying sun cream and for local outings. She regularly takes children on public transport, but does not have this written consent in her records. The childminder has conducted a fire drill with children in her care and intends to repeat this now she is caring for more children. She has a good knowledge of child protection issues and knows how to proceed if she has concerns about a child in her care. The childminder has a safeguarding procedure in her records for referral. The childminder works alongside another registered childminder and both have been vetted for suitability.

Inclusive practise is promoted as the childminder has established professional and friendly relationships with the parents she works for. She spends time talking to them about how she meets children's personal needs and chatting about the activities they have participated in. The childminder is aware she must build a rapport with children's key workers if they attend other settings. The childminder has not yet started to evaluate her practice to identify areas of strengths and weakness. However, parents have written references that show they are pleased with the way their child has settled and the progress they are making. The childminder has devised some policies and procedures for her practice and these are shared with parents to ensure the safe and efficient management of the setting. The childminder is currently attending a safeguarding course and intends to embrace other training opportunities to improve outcomes for children.

Children play in the downstairs part of the home and there is plenty of space provided for them to move around freely. The toys provided for the children are age and stage appropriate. However, they do not reflect diversity and no activities are planned to help children gain an understanding of the wider world. Children are supported in their play by the childminder and her co-childminder, who sits alongside them to help develop learning. Children have lots of outings during the time they are with the childminder. They visit a playgroup, the park and playground and the library. Here they socialise with other children and use larger

play equipment to help develop their physical skills.

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

The childminder works in the home of another registered childminder and the lounge is a dedicated playroom for children; this room free flows into a decked garden area where resources are available for outside play. Children access resources for themselves and make a choice in their play. Children are happy and secure in the childminder's care and are treated with kindness and consideration. The childminder takes children to venues where they mix with others not familiar to them. Here they learn to share, take turns and initiate friendships. Children love to use their imaginations while in the childminder's care. For example, a child sits on a small deck chair and takes her baby doll out of its buggy to give it a drink of milk. The doll is programmed to cry for a few seconds when the bottle is taken out of its mouth. The child is concerned and puts the doll back into the buggy and takes her for a walk around the decking. All the time the child is encouraged with the conversation the childminder is having with her. Younger children are encouraged to develop hand eye coordination by the childminder as she makes sure they have access to push and pull toys that require dexterity. For example, the childminder encourages a child to focus on, reach out and handle the pop up toy she presents to her. The child pushes and bangs the little play figures until one connects and the tune is played. The child responds with delight and bounces up and down in time to the music.

Children learn about shape and number in the childminder's care. While children are waiting for lunch to cook they are given some small puzzles to do. Some children struggle and are helped by the childminder while others finish them quickly and proudly shout out 'I have finished' and receive praise for their efforts. Children are helped to put shapes into a wooden shape sorters by the childminder, who repeats the name and colour of the shapes as the children drop them in. Some children need help with this and the childminder is on hand to offer this to children.

The childminder writes meaningful observations on children's achievements. She makes next step notes, but does not use these to plan future activities for children as individuals. No planning of activities is done, apart from outings and all play is child-initiated. The childminder finds out what children can already do and their routines from parents when children first attend; from this she establishes a child's starting point.

The childminder makes sure children play in a clean and well-maintained environment. They are supported in gaining an early understanding about what contributes to eating healthily as the childminder provides healthy snacks of fruit and breadsticks for children and all meals are home cooked. The two childminders work together to take it in turns to cook for children. The childminder makes sure children's water beakers are frequently refreshed to avoid children becoming thirsty. Children learn about good hygiene practice as they follow routines of hand

washing before meals and after playing outside. Children have paper towels provided to wipe their hands and faces and this helps prevent the risk of cross infection.

The childminder enables children to feel safe in the setting as she teaches them to help her tidy away toys to prevent them falling over things. She teaches young children road safety by acting as a good role model to them when crossing roads, making sure they learn to look out for the green man at crossings.

The childminder has smoke detection equipment in the home and has practised the fire evacuation procedure once with the children in her care. She intends to repeat this now she is caring for more children. This will ensure all children learn how to leave the premises quickly and safely.

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	3

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	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
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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: Met

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