

Inspection report for early years provision

Unique reference number	EY408606
Inspection date	19/05/2011
Inspector	Jill Steer

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 2010. He lives with his wife, who is also a registered childminder and their pre-school age child in Merstham, Surrey. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The home is within walking distance of local shops, schools and a mainline station.

The childminder is registered to care for a maximum of five children at any one time. When working with a co-childminder together they may care for a maximum of eight children. The childminder is currently minding three children in this age group. He walks or drives to local schools and pre-schools to take and collect children. The childminder attends the local toddler group and local childminding group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is also registered to provide overnight care for two children under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's care, welfare and development and they are cared for in a warm, friendly home environment where their needs are well met. Good relationships with parents help ensure that children make good progress in their learning, given their age, ability and starting points. The childminder has a positive attitude towards developing his practice and takes appropriate steps to identify and improve the quality of the service he offers.

What steps need to be taken to improve provision further?

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

- improve opportunities for all children to learn about and experience positive images and resources that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder is clear about his responsibility to safeguard children and is aware of signs that a child may be at risk of harm. This enables him to follow the appropriate procedures, should he ever have any concerns about a child in his care. The childminder has completed training such as first aid and childminding practice to a National Vocational Qualification at level 3 and has a good

understanding of how children develop and learn. Written policies are in place which are shared with parents so they know how the childminder operates within the regulatory framework. The parents express positive views on the childminder's practice when they complete a feedback form given to them by him. Older children also complete forms and say they feel safe in his care. The childminder uses the information as part of his self-evaluation to assess his strengths and any weaknesses to improve his practice.

All the space in the childminders home is well organised so all children have sufficient space to move around freely and play. Resources are of good quality and suitable for the children playing with them. However, a lack of resources which provide positive images of people from around the world, does not enable all children to role play imaginatively and feel good about themselves. Daily checks of the childminders home and garden means children play in a safe environment. Risk assessments are completed regularly for the home and places visited on outings before the children go, to identify any hazards which can then be addressed. Information is shared every day with parents through the use of a daily diary, and passed effectively between school and home through discussions.

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

Many opportunities are provided for children to make choices about what they do. A selection of resources are laid out each day according to their individual interests and they choose which to play with. All the available resources are regularly rotated so children benefit from playing with most of them at some point in their time with the childminder. However, some resources are not made accessible to both boys and girls such as dolls and the home corner, cars and trains, which does not ensure all children can fully enjoy equal experiences. Regular observations are made of what each child does and are recorded in their individual learning journeys so the next step in their development can be carefully planned. All six areas of learning are included in the planning so children enjoy a wide range of experiences. The childminder supports children in their play, skilfully allowing them the freedom to play alone, constantly aware of what they are doing so he can offer support and encouragement if needed. A good balance of adult-led and child-initiated activities are planned and many are devised as a result of children's own interests.

Children benefit from spending time outdoors every day, either to the park or in the garden playing fun games. For example hiding behind a bush giggling delightedly as the childminder peeks round each side trying to find them. They take turns on the swing, developing the difficult skills of sharing and turn taking at the same time as learning to enjoy activities outdoors. Children practice leading a healthy lifestyle by enjoying physical games such as throwing balls into a basketball net, as well as eating a healthy diet. They have fresh fruits for snacks and home cooked meals every day, with individual diets carefully catered for.

Sensible guidance from the childminder such as not going too near someone using

the swing helps children learn how to keep themselves safe. When they are out walking, younger children wear rucksacks with reins attached to the back so they feel confident walking along but the childminder can prevent them from stepping in to the road. They practice leaving the childminders house quickly and safely in an emergency situation so they are not alarmed if it has to happen for real. Children enjoy their time with the childminder and have formed close attachments to him. Children behave well, showing care and consideration for each other, under the very calm supervision and role modelling of the childminder.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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