

Inspection report for early years provision

Unique reference number	EY418822
Inspection date	31/05/2011
Inspector	Nicola 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 2010. She lives with her husband and their two young children in a semi-detached house in Woking, 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 facilities available on this floor. Daytime sleeping facilities are available on both the ground and first floors. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of four children under eight years, of these, one may be in the early years age group at any one time. She currently has one child on roll aged under one year. The childminder speaks fluent Portuguese and Spanish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's understanding of the Early Years Foundation Stage is good. The childminder is committed to providing good quality outcomes for children, and she achieves this by establishing effective partnerships with parents and ensuring she has a good knowledge of the children in her care. Inclusive practice is positively promoted and the childminder has generally clear systems in place to ensure that children's welfare is safeguarded. Overall, the childminder carefully considers what to do to promote children's care and learning, and although the system for reflection of her practice is not yet fully effective, the childminder shows strong commitment to making continuous improvements.

What steps need to be taken to improve provision further?

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

- further promote babies' exploratory and sensory experiences by making available a range of resources which offer sensory interest to young children
- improve the steps taken to ensure that hazards to children indoors are minimised, by making sure that low-level glass is made safe
- develop the use of reflective practice and formal self-evaluation as a means of identifying strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children are protected effectively because the childminder has a good understanding of her role in safeguarding and all adults living on the premises have been vetted. The childminder is secure in her knowledge and understanding of child protection issues and the action she must take if she has any concerns. The childminder demonstrates an understanding of risk assessment in order to reduce the likelihood of accidents. She has completed written records of risk assessments for the premises and outings, which identify all potential hazards to children. However, not all hazards have been fully addressed. All other documentation for the safe and efficient management of the provision is in place and maintained appropriately.

The childminder is enthusiastic about her role and is keen to talk about the pleasure she gains from helping the children to learn and develop. She has no formal system in place as yet for self-evaluation as she is relatively new to her role. However, she understands the benefits of this and of the importance of undertaking training to develop her practice and ensure continuous improvement. Through discussion, the childminder demonstrates she has already started to make improvements to her provision, which have had a positive impact on the outcomes for children. For example, she has purchased new equipment to meet the children's needs and has registered as a food business with her Local Authority Environmental Health Department to further ensure children's good health. However, the childminder has not yet addressed all areas for development identified at registration, such as the internal glass doors which have not yet been made safe.

Children are cared for in a comfortably furnished and equipped environment, enabling children to make good use of space that is child focused. The childminder makes sure that resources are appropriate to children's individual ages and stage of development and that toys are maintained in a good state of repair. Resources are easily accessible to the children allowing self-selection, such as books, electronic toys and play figures. Each child is valued as an individual and everyone is treated fairly and with equal concern. Equality and diversity are promoted well to help children develop an awareness of the society they live in and an understanding of the needs of others.

The childminder is aware of the need to work in partnership with other providers and professionals delivering the Early Years Foundation Stage to children who may also attend her setting. She has developed good relationships with the parents. Parents are kept well-informed of their child's day and achievements and have daily opportunities to discuss these. Parents are extremely pleased with the care their children receive. Written testimonials comment positively on the range of activities and outings that are provided, the use of the daily diary with photographs to document their child's day and how helpful and approachable the childminder has been. The childminder has developed written policies and procedures to ensure parents are informed of the main aspects of her business, and they receive

their own copy of these.

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

The childminder has a good developing understanding of the learning and development requirements of the Early Years Foundation Stage. She undertakes regular observations and children's development records track their progression in all areas of learning. The childminder provides a good range of activities, which help children to make steady progress towards the early learning goals. She provides some messy play activities for babies, such as painting, although she has not fully considered how to promote young children's exploratory and sensory experiences in order to help them gain confidence and make progress in this area of their development.

The childminder is developing close and supportive relationships with children, allowing them to feel secure and confident in their play and learning. Babies receive lots of cuddles and babble and gurgle confidently to the childminder. They sit for some time playing with interactive toys, such as an electronic toy bus, which they push backwards and forwards along the floor. The childminder has a good understanding of the children's favourite toys, knowing that having similar toys to the ones the children play with at home, can help them to feel more settled. Consequently, these favourite toys are stored within easy reach of the children, so that they can help themselves whenever they wish. The childminder constantly talks to young children about what she is doing, helping them to link words with actions. Children's social development and knowledge of the world around them is also extended as the childminder takes them on many and varied trips into the community, where they meet up with friends and enjoy a range of alternative activities and social interaction. Outings include the local parks and trips to feed the ducks, as well as toddler groups and visits to other childminders.

The childminder provides a clean and well maintained home. She has attended first aid training and encourages the children to learn good hygiene practices such as washing hands, from an early age. The childminder ensures that there are daily opportunities for children to spend time outside and benefit from the fresh air. Children are provided with food that is highly nutritious, and drinking water is readily accessible at all times. The childminder encourages children to be aware of their own safety as she talks to them about road safety and ensures fire drills are practised regularly. The childminder is patient and calm with the children and models the positive behaviour she desires, recognising that children learn from the adults they are with. Children show high levels of confidence and self-esteem as the childminder continually praises and values their achievements. The childminder provides children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

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
--	---

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

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
--	-----