

Inspection report for early years provision

Unique reference number	EY282286
Inspection date	01/06/2011
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 was registered in March 2004. She lives with her parents, her partner and their two children aged eight and four years old in Long Ditton, Surbiton, Surrey. The childminder works alongside her mother who is also a registered childminder. The premises are located close to shops, parks, schools and public transport links. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She also offers care to children aged over five years to 11 years. When working with another registered childminder, she may care for a maximum of five children under eight years, all of whom may be in the early years age range. The provision is registered on the Early Years Registers and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to a local school to take and collect children and attends a toddler group, the local library and visits parks on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported in their play and are happy and confident in a secure environment where they are making good progress toward the early learning goals. Relationships between the childminder, her co-childminder, children and parents are good, with parents kept informed on a daily basis of how children's needs are met. The childminder cares for children who also attend other childcare settings but she has not established links with these providers. The childminder evaluates her practice, involving parents in this process. She is committed to continuous improvement and embraces training opportunities to improve outcomes for children. Children are safeguarded by the childminder who has good knowledge of how to proceed if she has concerns about a child in her care. However, she does not keep a copy of the Local Safeguarding Children Board guidelines on site. The childminder undertakes visual risk assessments of her home, but does not maintain a written record of this. The recommendation from the last inspection has been addressed by the childminder.

What steps need to be taken to improve provision further?

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

- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any

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action taken following a review or incident (Suitable premises, environment and equipment).

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

- approach practitioners from each setting children attend with a view to regularly share children's development and learning records and any other relevant information
- obtain a copy of the Local Safeguarding Children Board guidelines and review your safeguarding procedures to ensure they are in line with the guidelines.

The effectiveness of leadership and management of the early years provision

The childminder manages her provision by maintaining documentation to safeguard children, but she has not maintained a record of risk assessments; this is a breach of regulations. The childminder has devised a safeguarding procedure for her practice and this is shared with parents. She has, in the past, attended child protection training and has a good knowledge of how to proceed if she has a concern about a child in her care. The childminder does not keep a copy of the Local Safeguarding Children Board guidelines in her records for referral. All adults of 16 years of age or over in the household have been vetted for suitability. Policies and procedures have been devised and these are shared with parents to ensure the safe and efficient running of the setting. Regular evacuation drills are practised with children, who demonstrate they know how they leave the house quickly and safely.

The childminder has established caring relationships with the children in her care who are happy, confident and relaxed. Good relationships with parents have been established and the childminder regularly exchanges information both verbally and in a daily diary showing how she met children's personal needs. Children who attend other settings have not been approached by the childminder to ensure continuity of care and learning. The childminder embraces training opportunities to improve her practice and as a result outcomes for children are good. Children play in a clean environment, using a range of good quality toys and equipment that is suitable for their age and stage of development. The childminder has a number of resources for children to access that reflect diversity. She ensures children attend a variety of venues where they learn about their local environment, the wider world and mix with people who are not familiar to them.

The childminder has evaluated her practice and included parents on this process. Questionnaires have been sent to parents to gauge opinion and the childminder plans to do the same for the older children in her care. References from parents of children cared for in the past show parents are pleased with the care shown to their children and impressed with the progress they made whilst in her care. Since the last inspection the childminder has improved practice by making sure children have a wide range of resources available to them that reflect diversity, used as

part of their integral play.

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

The childminder plans activities for children but does not do this in writing. She undertakes meaningful written observations on children's achievements and uses these notes to plan each child's next step of development. Group activities are organised and individual children planned for within these activities. For example, the childminder notes a child is interested in singing and rhymes and makes sure she organises a group activity where they can play a part in choosing songs for the group to sing and learn the words to new songs. Children have their toys brought into the main playroom by the childminder who selects these from the wide variety she keeps in the shed. These are frequently rotated to offer stimulation and challenge to children. Once the boxes are placed in the room children self-select items that interest them and the childminder sits on the floor with children to help develop learning.

The childminder takes children to a variety of play areas where they socialise with other children and experience physical play. For example, children attend soft play centres, use large equipment in playgrounds and attend a popular venue where they experience different rides and more adventurous resources. They are regular visitors to the zoo and to farms and love to recall their experiences to the childminder. For example, a child sits on the childminder's lap and recalls a visit to a farm telling her and the other children who are listening how she saw a pig, a cow and a sheep. All the children join in with their memories and make the noises of the animals. They go on to talk about their visit to the zoo with the childminder, telling her about the lion and the monkeys they saw. Some children attempt to make the sounds of the animals, which results in everyone laughing. The childminder has a selection of programmable toys children can access and younger children enjoy playing on the toy computer and pressing buttons on the play bus to select a tune they are fond of. Once the tune is selected they bounce up and down in time to the music. Children under two years enjoy playing with construction toys. The childminder extends learning by talking about the colours and shapes of the bricks and counting up to five as they build.

Children's health is promoted as the childminder makes sure children are taken out each day to get fresh air and exercise. Children eat healthy, nutritious, home-cooked foods provided by the childminder. Parents are given the option to provide their own food, but this is usually only opted for by parents of children under a year. Children are well behaved and cooperative and if they are fretful the childminder offers distraction as a method of dealing with this. Children are learning to keep themselves safe as they experience routines of crossing roads with the childminder when out for walks. They are learning about the dangers of cars. For example, in car parks the childminder gets the children out of her car and they know to keep one hand on the car at all times until the childminder is ready for them. Children play in a safe environment where, as they get older, they help

to pick up toys to avoid tripping hazards.

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