

## Inspection report for early years provision

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<b>Unique reference number</b>	EY274269
<b>Inspection date</b>	14/06/2011
<b>Inspector</b>	Linda Close
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 2004. She lives with her two school age children in West Molesey, Surrey. Children have access to the all areas of the childminder's home although minding takes place mainly in the living room and the kitchen/diner. All accommodation is situated on one level as the property is a bungalow. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age group with no more than one child aged under one year at any one time. There is no provision for overnight care. She is registered on the Early Years Register and both parts of the Childcare Register. The childminder currently has four children on roll who are in the early years age group. She also provides care for older school age children. The children attend for a variety of different sessions.

The childminder walks to local primary schools to take and collect children. The childminder attends the local parent and toddler group and takes children to the local library, the swimming pool and the park. The family has two cats. The childminder is accredited to receive early education funding for three and four-year-old children. She is currently working towards a level three diploma and a quality assurance award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children appear confident and safe with the childminder and they enjoy a well planned programme of activities that helps them to learn. The children are making good progress given their age and starting points. The childminder's partnership with parents is excellent. The adults form a very close and cohesive team and together they successfully support the children and meet their individual needs.

The childminder evaluates her service to children effectively in most respects. She is actively involved in a programme of study to extend her knowledge and skills and she makes sure that any identified areas of weakness are promptly improved.

## What steps need to be taken to improve provision further?

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

- improve the accident records by mentioning the name of the injured child only
- review the assessment of risk linked to the use of the the large trampoline in the garden.

## **The effectiveness of leadership and management of the early years provision**

The childminder is well informed about child protection and safeguarding issues. She keeps her knowledge of child protection up to date through relevant training. She has contact details to hand so that she can share any concerns or seek expert advice from relevant agencies should she have a concern about the welfare of a child within her care. She shares her safeguarding policy and procedure documents with parents who sign to acknowledge that they are aware of her responsibilities to safeguard children.

The childminder has undertaken a worthwhile self-evaluation exercise and she is eager to achieve high standards. Her survey of the strengths and areas for development in her work with children is effective in most respects. She has overlooked two minor matters linked to accident records which currently include too much information, thereby compromising confidentiality regarding other children. There are also limitations in her risk assessment of the large trampoline in her garden. She closely supervises the children when they bounce and play on this apparatus one at a time but the padding and safety netting are rather worn.

The childminder's drive for improvement has led her to achieve accreditation recently so that she can receive the Early Years Free Entitlement for three and four-year-olds and she is named on the Surrey Early Years Directory of Providers. She has also begun to work towards a quality improvement award with Surrey County Council.

Children have easy access to an extensive selection of good quality toys, books and resources. They make independent choices about what they would like to play with and whether or not they want to play indoors or outside. The childminder involves children in keeping their toys clean. They take great pleasure in washing their outdoor kitchen down with soapy water and then hosing the bubbles away afterwards. The children are helpful and well behaved and response well to the childminder's requests and instructions.

The childminder has extended her range of resources appropriately since the last inspection to help children to understand and respect the diversity of people within the local community. She involves children in various celebrations including Shrove Tuesday, Easter and Christmas. She also includes activities linked to Chinese New Year and children enjoy stories and making music using instruments from different parts of the world. The childminder makes sure that her planning, routines and organisation meets the individual needs of the children she cares for.

The childminder liaises with local primary school staff concerning day to day matters for the children she collects from school. She is sensitive and understanding about children's individual needs. She is well informed about learning difficulties and she is ready to follow expert advice if required. The childminder has established exceptionally strong and trusting partnerships with parents and carers. She is flexible when making arrangements to care for children

to support parents when they are working or studying. Parents write that they are more than happy with the way that the childminder cares for their children and they warmly commend her for her enthusiasm, sense of fun, reliability and consistency. They remark that they can relax and go to work knowing that their children are happy in her care.

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

The children show a sense of belonging in the childminder's home. They look for their own labelled towels in the bathroom and they know where favourite toys are kept. They enjoy very good relationships with the childminder and they are well behaved. The children are relaxed and happy and they snuggle up to the childminder at story time. They show in their body language that they feel safe and secure in her care.

The childminder helps children to learn about leading a healthy life. She involves them in energetic games which include hopscotch and throwing and catching activities. She encourages them to learn to swim at the local swimming pool which she takes them to weekly. The childminder also takes children to a playgroup for active play and they do lively dancing at her home. This all helps the children to regard physical play and exercise as a regular part of the day.

The childminder has attended a course recently about health and nutrition. She makes sure that the meals she offers are freshly prepared in a very clean kitchen. The meals are varied and balanced and they include vegetables, salads and fruits. Children select rice cakes and fresh fruit for snacks and they eat them with obvious pleasure.

The childminder observes the children and makes pertinent notes about their achievements and what they need to learn next in relation to the six areas of learning. She uses this information well to plan a varied range of activities which help the children to make good progress. A good example of this is observed in relation to putting on coats, buttoning them up and putting on shoes which is good preparation for going to nursery and school in the future. The childminder listens to the children politely which is good for their self-esteem. She introduces new words to them in context as they are playing including positional words such as beside, under and over. Children count out loud and find the matching numbers.

They enjoy making marks on paper, and they are learning to recognise the initial letter of their own names and they enjoy looking at books and listening to stories. This supports their early literacy and communication skills. The childminder provides some electronic and battery operated toys for children to learn about cause and effect. She has identified the need to make more use of information technology in her self evaluation and this is included in her future development plan. Taken overall the childminder effectively develops children's skills for future learning.

Children learn about the wider world through a worthwhile programme of outings and activities. The childminder's photographic and written records show that they have played in the snow, visited a local adventure play setting, fed ducks in the park and made visits to the supermarket and the library. She ensures that her planning gives children variety and valuable experiences. She involves children in an appropriate range of cultural events and she provides toys, books and musical instruments linked to different cultures that reflect the diversity of people within the community and the wider world.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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