

Inspection report for early years provision

Unique reference number	121771
Inspection date	16/06/2011
Inspector	Sandra Jeffrey

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 1998. She lives with her husband, 16-year-old twins and two adult children in Banstead, Surrey. The whole of the ground floor is used for childminding and includes toilet facilities. Two bedrooms on the first floor are used by children needing a sleep. There is a fully enclosed garden for outside play. The home is accessed by several steps and there are good parking facilities outside. There is also nearby public transport.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years, three of whom can be in the early years age range. The childminder currently has a variation in place to exceed this ratio to allow four children in the early years age range to be cared for. There are currently four children in the early years age range on roll, most of whom attend on a part-time basis. The childminder also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Generally effective health and safety measures are in place to promote the children's well-being. Children enjoy their time with the childminder and engage in a good variety of play opportunities. As a result, they are making good progress in their learning and development overall. The childminder recognises each child's individuality and promotes inclusive practice successfully. The childminder has established good working partnerships with children's parents and is aware of the need to establish such links if children attend other settings. The childminder is starting to reflect on her practice and shows commitment to continually developing and improving the service she provides.

What steps need to be taken to improve provision further?

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

- extend systems for making assessments of children's progress so that observations are used more effectively to plan future learning experiences
- carry out regular fire drills and keep records detailing any problems encountered and how they were resolved in a fire log book.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities with regard to safeguarding issues, and the steps to take if she has concerns about a child in her care. All adults in her home are suitably vetted and she has a written safeguarding policy in place. The childminder holds a valid first aid certificate and keeps documentation that promotes children's health and well-being, including well-maintained accident and medication records. The childminder minimises potential hazards in the home and when on trips and outings by conducting regular risk assessments.

The childminder's home is organised well enabling the children to independently access a range of good quality toys and resources. The childminder regularly checks toys and equipment to make sure they are safe and suitable for use. The childminder is committed to inclusion and respects differences. Children have access to a suitable range of activities and resources, including a selection of books and play people. The childminder acknowledges several festivals throughout the year, including Diwali, Easter and Christmas, which helps to promote children's awareness of different cultures and beliefs.

Partnerships with parents are well established and ensure children's individual needs are met well in the main. Parents are kept informed about relevant aspects of the setting and their children's development, through daily verbal feedback and contact books. There are no children attending currently who receive care from any other provider delivering the Early Years Foundation Stage Framework. The childminder is, however, aware of the need to extend working partnerships to these groups, such as nursery teachers and/or pre-school key persons.

The childminder evaluates her service and reflects on areas for improvement. She understands the value of ongoing training in order to continuously improve the service that she provides for the children.

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

Children are happy and settled and play in a safe and secure environment. They have access to a suitable range of toys and play materials, which are organised to enable them to make choices in their play and increases their independence and confidence. For example, they enjoy playing with the train set and drawing on the wipeable mat. Children feel secure and respond positively to the individual attention they receive from the childminder. They show a sense of belonging as they spontaneously approach her for cuddles, especially when tired or shy with new adults in the home. Children learn to keep themselves safe with the use of house rules and reminders from the childminder, not to climb on the table or bounce on the sofa, for example. Older children are taught road safety according to their age and understanding. Generally suitable fire safety precautions are in

place, including smoke alarms, a fire extinguisher and a fire blanket. However, emergency evacuation drills are not carried out on a regular basis with the children. This does not support their understanding of what to do should there be a real emergency. In addition, records of these drills are not maintained by the childminder, inhibiting her ability to effectively evaluate these drills.

Children play and relax in a clean and tidy home, where generally good hygiene practices are in place promoting their health and welfare. They know to clean their hands before eating and after using the toilet, for example. However, children are permitted to share food from each other's plates at lunchtime, which does not fully support their health. Children are active and benefit from regular exercise and playing in the fresh air. They visit the local woods, parks and play in the childminder's garden. Children's nutritional needs are met appropriately, in partnership with parents. They enjoy home cooked meals with a good selection of vegetables and have fruit for dessert. Drinks of diluted apple juice and water are made available throughout the day.

Children take part in a good variety of activities and experiences that promote their development in line with the early learning goals. These are based on their interests and include regular trips to the toddler groups and other childminders' homes. This extends their social skills and understanding of the wider community, while also building their confidence and self-esteem. Children's early language and literacy skills are developing well as the childminder talks to them, reads stories and teaches them songs and nursery rhymes. The childminder has experience of caring for children with speech difficulties and carries out set activities, in partnership with parents and speech therapists, to aid their developing communication skills. Early maths and problem solving skills are also developing well with the aid of simple puzzles and everyday counting. Children also have access to several interactive toys that help them develop their skills for the future and recognise numbers and letters. They are given opportunities to enjoy art and craft activities, for example, playing with the play dough, painting and also enjoy playing with the musical instruments. The childminder makes observations of the children's achievements. However, she has yet to develop an effective system for using these to plan experiences that build on children's knowledge and skills in relation to their next steps in learning to fully support children's learning and development.

The childminder manages children's behaviour appropriately. For example, children are encouraged to use good manners by saying please and thank you. This helps build important personal, social and moral skills, which helps children establish and maintain positive relationships.

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	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	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