

Inspection report for early years provision

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Inspection date	21/06/2011
Inspector	Shan Jones
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.

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 2000. She lives with her partner and two children in Wallington, Surrey. The majority of the house is used for childminding with the exception of her son's bedroom. There is a fully enclosed garden for outside play. The family has a pet dog. The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently four children on roll, all of whom are in the early years age range. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an effective and inclusive learning environment for children, overall. They enjoy their time with the childminder and thrive in her care and make excellent progress in their learning and development. Children's welfare is appropriately safeguarded as secure systems are in place for the safe management of children. Good partnership with parents contributes to ensuring children's needs are met. Detailed self-evaluation supports the future progress of the service offered to children.

What steps need to be taken to improve provision further?

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

- develop the environment so it is rich in signs, symbols, notices, rhymes, books and words that take into account children's home languages and cultures

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to promote children's safety. The childminder has organised her premises in a way that allows children to move freely and safely, thereby supporting their independence. She has undertaken comprehensive risk assessments of the premises and planned outings. The childminder keeps her knowledge of first aid up-to-date, which means she is able to deal with accidents and injuries within the current guidelines. Her knowledge of the local safeguarding procedures is good. She has a well-written policy which backs up her knowledge of how she would progress a concern, including relevant local numbers where she can call for advice or to report any concern she may have regarding the welfare of

a child in her care. This policy is shared with parents to ensure they are aware of her duty of care to their children. Therefore, children are safeguarded well in the childminder's care.

There is sufficient space for children to fully explore the play resources unhindered. The play equipment is suitable for the children attending. There is a good variety and children are able to make independent choices. Inclusive practice is generally well promoted; the childminder adapts activities so that all children are able to be involved at a level that is suitable for their age and stage of development. The childminder promotes children's understanding of similarities and differences and an awareness of their own culture through a range of activities. At the moment, there is no dual language labelling of resources to support children who learn English as an additional language, and to enable others to embrace and respect differences.

The childminder demonstrates a commitment to continuous improvement and is passionate about her role at a childminder. She has an accurate picture of her strengths and areas for development. She maintains a clear vision for the future and how she wants her service to progress. Recent improvements include developing children's hand washing routines. In the bathroom the childminder sings rhymes to the children to reinforce why they need to wash hands and brush their teeth. Consequently, children learn important messages regarding good hygiene practices from a young age in an enjoyable way.

Partnerships with parents are good and this contributes to children's wellbeing and learning. The childminder plans for children's individual needs and manages their routines in accordance with parental wishes. She uses her written policies and procedures to support her work and shares these with parents to ensure they are clear about her practice. Some recent comments showing their appreciation include; 'I feel our childminder is part of my family and I can go to work safe in the knowledge my son is loved and cared for'. 'My children love to go every morning and are happy with the weekly routine. At least twice a week they go for outdoor activities, I am happy to see my kids are stimulated with lots of singing, dancing, and imaginary play'. The childminder has a positive attitude to developing and forming links with other providers to ensure continuity of care and learning for the children.

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

Children are having a marvellous time in the childminder's care. The atmosphere is very relaxed and children certainly have lots of fun. The childminder has an excellent knowledge and understanding of how children learn and develop. She plans a wealth of activities in advance, although this is flexible enough to enable children to also put their own ideas into practice. Boys and girls achieve equally well because activities are designed to appeal to their different interests. The childminder demonstrates she has a secure knowledge of how children learn and her open ended questions and interest in what the children are doing enhances the

activities they choose. Children chat happily as they play and the childminder skilfully extends their language by introducing new vocabulary. As a result they are developing very good communication skills.

Similar attention is given to promoting children's problem solving, reasoning and numeracy development. They enjoy constructing complex train tracks and also count very confidently. Children also have regular opportunities to express themselves creatively. They enjoy arts and crafts, such as painting and drawing, and also love to engage in role play. Children are exceptionally engaged in their outdoor play. This ensures children have ample opportunities to develop physically and fully as individuals. Younger children have lots of fun as they bounce up and down on the trampoline; there are ripples of laughter as they topple over.

Good focus is placed on helping children to develop their personal hygiene practices and they are becoming very independent in their self-care. Snack times are extremely sociable events and children are provided with nutritious snacks and meals which reflect their likes and dislikes as well as any dietary restrictions. Drinks are constantly available for children to access independently.

The childminder follows safe routines when on outings, which teaches children to keep themselves safe, for example, crossing the roads safely and she stresses the importance of staying close to her. The childminder has sensible safety precautions regarding the use of equipment such as the trampoline. There is a clear fire evacuation procedure in place.

The childminder has a good understanding of how to promote positive behaviour. There are clear house rules and praise is given to children for their efforts, which promotes their confidence and self-esteem. Children behave very well as a result of the positive, friendly atmosphere within the home and the calm and consistent manner 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	1
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	1
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	1

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed in relation to complaints (Procedures for dealing with complaints) 12/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory section of the report (Procedures for dealing with complaints) 12/07/2011