

Inspection report for early years provision

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Inspection date	13/05/2011
Inspector	Teresa Elkington
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 2004. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her two children aged 10 and 11 years in Oxted, Surrey. The whole of premises is used for childminding, where children have access to a lounge, dining room, kitchen and toilet facilities which are located on the first floor. There is a fully enclosed garden for outside play. The childminder is close to public transport, schools, shops, parks and other amenities. The childminder has a pet guinea pig, a rabbit and two hamsters.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is also registered to provide overnight care for one child under eight years of age. She is currently caring for four children in the early age group on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected and valued by a caring childminder who is supportive of children's care and overall developmental progress. Children's welfare is well supported through the use of good routines and procedures. Overall, partnerships with parents are fostered well, which enables a cohesive approach to children's care and learning. Effective systems to monitor and evaluate practice provide a sound basis to securing better outcomes for children and continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the systems for assessment so that children's next steps are being clearly identified and used in leading future planning
- develop the two-way flow of information with parents and other early years provisions that children attend, to promote a shared understanding of children's individual progress in their learning

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the childminder has a good knowledge of child protection issues. She understands her role in safeguarding children and the procedures she must follow if she were to have a concern about a child in her

care. The childminder carries out a written risk assessment on all areas of the premises and for outings to ensure children receive a good standard of care inside and outside the home environment. The childminder ensures that children's good health is promoted through effective procedures. For example, children use individual hand towels and the childminder clearly records the administration of medication and accidents.

The childminder is committed to the ongoing development of her service. The use of self-evaluation has enabled her to reflect and plan for the future improvement of her setting. As a result, she has a realistic awareness of her strengths and plans for areas of improvement. She is motivated to improving her practice through attending training events, such as observation and planning in support of her systems to monitor children's developmental progress. The recommendations raised at the last inspection have been fully considered and implemented. The home is organised effectively to support children's learning and welfare. Children enjoy playing with a wealth a good quality resources which they independently source enabling them to be inquisitive and active learners. The childminder provides an inclusive and welcoming environment for all children and their families. She has an acute awareness of children's individual needs and works hard to plan appropriate activities and play experiences to nurture and develop each child's individual growing needs.

The childminder fosters good relationships with parents. Policies and procedures are readily available to parents and provide a clear insight of the expectations of the service and the roles and responsibilities of both the childminder and the parents. Communication links are effectively maintained with parents through the use of verbal feedback, written exchanges, a notice board and information clearly displayed about activities planned for the week. Regular discussions are held regarding children's progress but this information is not currently being included within the observational and assessment processes. Parents report that they are extremely happy with the quality of care that their children receive. Cohesive approach to learning with other early years provisions that the children attend, has not been developed, as no systems are in place to enable an equal partnership to children's progress in their learning.

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

Children are very relaxed and happy within the care of the childminder, who is constantly on hand to offer support, guidance and reassurance where needed. They show delight and enthusiasm as they explore and participate in a range of purposeful play activities which are supportive of their individual needs and desires. They benefit from a good balance of adult and child-initiated play ensuring that they gain the most from their learning and play experiences. Children move around the home with ease and confidence, accessing their chosen play experiences independently, showing that they feel a sense of belonging. The childminder has to developed systems for the observing and assessing children's progress and development. However, the childminder acknowledges that this is an

area which she needs to focus on, to enable her to plan fully for children's next steps in their learning.

Children enjoy a variety of activities which contributes to all areas of their learning and promote their skills for the future. They enjoy participating in creative activities where they use a range of malleable materials for example, as they create rain makers. Their awareness of sounds is enhanced as they explore and use a range of musical instruments. They attend toddler groups on a regular basis, which helps them to participate and establish relationships alongside others. Children's imaginations and fantasies are well supported through the use of a range of dressing up clothes and role play materials. Early mark making skills are encouraged as children freely access and use a variety of writing materials, for example paper, pencils, and chunky crayons. Children have access to a range of programmable toys which encourages their use of technological equipment from an early age.

The childminder supports children's welfare and safety well. For example, children show a good understanding of the need to tidy away toys so that play space does not become overly cluttered, they participate in regularly fire drills, and abide by strict safety rules when out and about. Good opportunities are provided for children to develop their physical skills both indoors and outside. Effective hygiene practices help to minimise the risk of cross-infection in this setting. For example, children are given gentle reminders of the importance of adopting good hand washing routines and they use separate towels for drying their hands. The childminder provides foods in consultation with parents. Children enjoy a range of wholesome freshly prepared meals, which takes into account children's individual dietary requirements.

Children's behaviour is supported well, as the childminder adopts a calm, caring and consistent approach, to help children develop an understating of acceptable behaviour. Children receive constant praise and encouragement which promotes their self-esteem. Children's work is highly valued as it is displayed on walls within the home which enhances children's feeling of self-worth. The childminder ensures that children appreciate diversity and develop a positive view their own traditions and their wider world through a range of resources, activities and ongoing discussions. The ethos provided by the childminder enables positive outcomes for all children and ensures that they are well supported in their early development in acquiring 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	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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