

Inspection report for early years provision

Unique reference number	131878
Inspection date	20/07/2011
Inspector	Helen Penticost
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 registered in 1995. She lives with her husband and child in Chessington, Surrey. The whole of the childminder's house is used for minding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time and is currently minding three children, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends a local parent and toddler group and takes children to the park and local library.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, cosy and stimulating home environment that supports their individual welfare needs effectively. Overall, they make good progress in their learning and development due to the dedication of the childminder. She fully fosters partnerships with parents and uses their knowledge to help her care for and support their children. She is a reflective practitioner and identifies potential improvements for her provision, which continually develops positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to enable children to self-select from the range of stored resources.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities with regard to safeguarding children in her care. She demonstrates a good knowledge and understanding of signs and symptoms of abuse and the procedures to follow should she have any concerns. Clear and detailed written policies and procedures reflect the good practice and caring relationships evident in the childminding service. These policies are readily available to all parents who sign to state that they have read and will abide by them. Risk assessments are recorded and daily safety checks carried out. Fire safety equipment is in place and the childminder practises fire evacuation procedures with children and maintains an evacuation log. The childminder is vigilant in maintaining a current first aid certificate, as required, which ensures that children are cared for appropriately in the event of an accidental injury.

The childminder strives for improvement in her practice. She attends both mandatory and voluntary training and seeks advice from others, including childminders. The childminder has good systems in place to help her assess the service she provides, which includes seeking parent's views. As a result, she has a realistic awareness of her strengths and plans for areas of improvement. Action has been taken to address the recommendations made at the last inspection, which has helped to further promote children's welfare, learning and development.

The play environment is bright, clean and safe. A wide range of good quality resources are on offer to children in the conservatory. These include a variety of toys that reflect diversity, disability and cultures. The childminder has further equipment stored in the garage and also shares toys with other childminders. However, the storage of these toys does not fully support children's skills of self-selection as they are unable to independently choose from the full range. Children attend weekly toddler groups and undertake outings to local parks and zoos. This enables children to be part of the local and wider community and ensures they have opportunities to socialise with their peers. The childminder provides a service that is inclusive for all children and their families. She demonstrates a positive approach, encouraging all children to be considerate, aware of the needs of others and to recognise and value differences.

The childminder has no children involved with other agencies at the moment but has a clear understanding of the need to work closely with them, when necessary. She has effective systems in place to support children when they attend another early years setting; for example, she attends individual planning meetings and maintains records of information exchanged. Children benefit from a consistently maintained and effective partnership with parents. The childminder knows the children very well and meets their individual care and development needs on a daily basis. Systems for two-way communication include daily detailed discussions about what the children have enjoyed, daily diaries and individual observations and information regarding planned next steps in children's learning and development.

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

Children are happy and secure in the care of the childminder and have formed positive relationships. The children benefit from a warm and caring environment, which values their individuality and encourages their independence and self-confidence. Children's likes, interests, desires and learning needs are embraced; for example, children's current favourite toys are set out ready for them. Their learning and development is effectively planned for as the childminder knows all the children very well; she is aware of their individual likes, dislikes and personal preferences. The childminder records children's progress well. She writes observations on children as they play and uses these to plan well for their next steps.

Children concentrate for sustained periods of time, showing that they are fully engrossed and enthused with the activities they undertake; for example, with a little support from the childminder children are able to dress their dolls and repeatedly fasten the jacket. Children behave very well. They are fully occupied and the childminder is always on hand to offer support and encourage sharing and inclusion. They are constantly and actively praised for their achievements and the childminder rewards them with stickers.

The photographic records show that children enjoy creative activities where they make masterpieces from glue, paper, paints and sponges. Children take part in a good variety of music and movement activities that they thoroughly enjoy, as they are able to express themselves; for example, they dance and move their bodies to the beat of the music and the childminder extends their play with the introduction of instruments. Children develop a good awareness of the world in which they live. They access resources that portray positive images of diversity and take part in celebrations for varying events and festivals.

Numeracy and literacy is woven effectively into everyday activities so that children are able to use their knowledge in a practical way; for example, children explore shape and number sorters and the childminder supports this with appropriate vocabulary. Children use their imagination well and develop their understanding of problem solving when using wooden jigsaw puzzles. They use a range of information and communication technology such as interactive toys, where they are rewarded with flashing lights and a musical tune.

Children learn about being safe. Through discussion about road safety they know the ground rules for crossing the road. They have good opportunities to enjoy the outdoors and develop their physical skills. They access equipment in the secure garden where they run, balance and climb. Indoors, they throw and catch balls of varying textures and show delight as they are praised for their skills. Children access a clean and hygienic home environment. They learn about healthy lifestyles through healthily eating and freely access fresh drinking water throughout their day.

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