

Inspection report for early years provision

Unique reference number	EY425750
Inspection date	08/09/2011
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 2011. She lives with her husband and two children aged 15 and 8 years. The family lives in a four bedroom house in Surrey and have a pet cat. The downstairs of the home is the main play area for minded children. There is also a fully enclosed garden for outside play.

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 five children under eight, three of whom can be in the early year's age group, one of whom may be under one year old. There are currently two children in the early years age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

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The childminder effectively meets the needs of the children who attend and enables them to make good overall progress in their learning and development. Warm and caring relationships are fostered, enabling children to feel safe and secure. The childminder recognises each child's individuality, ensuring that inclusive practice is successfully implemented. The childminder establishes good partnerships with parents, so consequently children's continuity of care and learning is good. The childminder reflects on her practice and is able to recognise her strengths and areas for improvement and shows good commitment to continually developing the service she provides.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review the risk assessments for each type of outing before embarking on each specific outing.
(Safeguarding and promoting children's welfare)

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

- develop further the planning and assessment systems, to further support children's all round development and learning.

The effectiveness of leadership and management of the early years provision

The childminder is able to protect children because she has a good knowledge and understanding of safeguarding issues and is aware of procedures to follow if she has any concerns about children in her care. All household members have been vetted to establish their suitability.

The childminder minimises potential hazards in the home and when on trips and outings by conducting regular risk assessments. However, reviews of risk assessments are not always conducted before embarking on each specific outing, therefore inhibiting the childminders ability to effectively evaluate these assessments.

Fire safety precautions are comprehensive and include emergency evacuation drills, which are regularly carried out, ensuring that children are familiar with the procedure. The childminder has an up-to-date first aid certificate and all appropriate medical information and consents in place to promote the safety and wellbeing of the children.

The childminder provides a child centred and accessible environment, enabling children to independently select from a good variety of well maintained resources that support their play and learning well. The childminder's home has been organised to maximise children's comfort and enjoyment and children evidently feel at ease in the setting, where the childminder ensures they all feel truly welcomed.

The childminder meets children's individual needs well, making sure that each child is treated with equal concern. The childminder actively encourages parents to be involved in supporting their children's learning and development, so that each child has consistent support from both home and the childminder. The childminder is aware of the need to work in partnership with other providers where the children attend more than one setting.

Partnerships with parents are well established and ensure each child's individual needs are met well. Parents are kept up-to-date with all aspects of the setting through the childminder's effective feedback, for example through the daily diary, photographs of their children's achievements and daily verbal feedback.

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

The childminder is very attentive towards the children in her care. She actively enjoys spending time with them; talking to them and meeting their needs well. Children evidently feel secure and comfortable in her care and have formed strong bonds with her. This was evident, even with a baby who is relatively new to the setting, but who responded positively to the childminders care and affection. Children are cared for in a child friendly, welcoming environment, and are able to move freely and safely around the home because the childminder ensures effective safety precautions are in place and supervises children closely at all times.

The childminder offers a variety of age appropriate resources and activities, which ensure children's developmental needs, are met to a good standard. Children independently select the toys and resources, which are well organised. For example, they enjoy exploring the home made treasure box, listening to the different noises the items make and feeling the different textures, with good support from the childminder. Young children's exploration and problem solving skills are very well supported with a good selection of toys and activities that encourage them to practise their skills, such as posting different shapes into shape sorters for example.

Children have access to a good selection of books and enjoy looking at pictures and listening to stories with the childminder; roaring with great enthusiasm while enjoying the dinosaur book! Younger children's speech and language is developing well through the childminder's constant interaction and repetition of words to extend their vocabulary. Children have access to many interactive toys, including several that aid letter and number recognition, which also help them become confident users of information and communication technology at a young age. The childminder makes regular observations of children's achievements and uses these assessments to plan relevant experiences for future learning, but has yet to develop this system fully, to ensure that activities continue to build on children's existing knowledge and skills, in partnership with parents.

The childminder constantly praises the children and as a result, they are confident and developing high levels of self-esteem. She has a very kind and caring disposition and is calm and gentle with the children, displaying genuine care and affection for them. Children are in turn, reminded to be kind and considerate to others. This helps build important personal, social and moral development skills to help them establish and maintain positive relationships. Children also benefit from attending local toddler groups, which gives them good opportunities to socialise with other children.

Children are encouraged to adopt healthy lifestyles in close partnerships with parents who provide most meals for the children. The childminder provides healthy snacks including fresh and dried fruit and supplies fresh drinking water throughout the day, to ensure the children remain hydrated. This fosters the children's good health and wellbeing. Babies are supported in their early physical development as they receive good opportunity's to practice their balancing and walking skills.

Children also enjoy regular opportunities to exercise and play in the fresh air. Good hygiene practices are in place, further promoting the children's health and welfare. For example; children have access to individual hand towels, which reduces the risk of cross infection. All areas of the childminder's home are clean and well maintained, further supporting children's good health.

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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