

Inspection report for early years provision

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Inspection date	19/09/2011
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 has been registered since 2011. She lives with her husband and three adult children in Epsom in the borough of Reigate and Banstead. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. Local facilities include the town centre, schools, parks and the library. The childminder has two cats.

The childminder is registered to care for a maximum of six children under eight years, of whom, three may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two 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.

Overall, children are well supported by a childminder who is aware of their individual needs. She provides a safe environment allowing them to feel at ease in her care. Partnerships with parents are well established enabling an equal approach to children's learning and care. The childminder has made successful use of reflective practice to enable strong continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that children's next steps are being clearly identified and used in leading future planning
- develop a regular two-way flow of information, knowledge and expertise with other Early Years Foundation Stage settings that children attend, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of her legal duties and responsibilities with regards to safeguarding issues. This is supported by the procedure that she has adopted to enable her to respond appropriately if any concerns were identified. Written risk assessments are in place to enable the childminder to identify potential risks and to continually maintain a safe environment for the children in her care. Clear policies and procedures are available to support the daily operations of the setting which are shared with parents. The home is kept to a high standard of cleanliness and there are effective procedures in place to prevent the spread of infection, which actively supports the well-being of the

children.

The childminder shows a strong commitment to sustaining and improving the quality of the provision that she provides. The use of ongoing reflective practice enables her to prioritise points for action. Space and resources are well utilised to enable children to explore freely and access the good range of quality resources independently. The childminder shows a good awareness of children's individual needs and recognises the uniqueness of the children in her care. She provides positive images of diversity through the use of resources and activities.

Partnerships with parents are fully embedded. They receive a wealth of information through the use of a portfolio and notice boards. A two way flow of information is fully supported through the use of daily verbal communication as well as a comprehensive daily diary system. An equal partnership to learning is adopted between both parents and the childminder. Informal and formal opportunities are available so that information can be exchanged as to achievements and progress of development both at home and within the setting. The childminder recognises the benefits of working in partnership with other care settings, however, systems have not been devised to support this work to enable a cohesive approach for children attending the setting.

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

Children are happy and settled within the warm and caring environment provided by the childminder. Children's independence is embraced and nurtured, as they self-select their own play experiences which are fully supported by the childminder. Children socialise with children of their own age, as they attend local toddler and childminding groups. Children receive ongoing praise and encouragement from the childminder to help them develop good levels of self-esteem. Positive behaviour is well managed by the differing techniques used by the childminder to help children develop an understanding of right and wrong. The childminder helps children to develop their respect for difference by providing a range of play resources that reflect positive images and to support significant events in their own lives. For example, books depicting the arrival of another sibling and stories to support cultural differences.

The childminder has a competent understanding of the Early Years Foundation Stage and how children learn and develop. She has established systems to allow her to monitor the progress that children make in their learning and development. Effective use is made of photographs and observational comments to support children's learning which are presented in their individual learning journals. However, observational comments are not assessed fully to enable the childminder to effectively plan for children's next steps to ensure a clear passage for future learning.

Children's developing skills are supported well as they have ample opportunities to follow their own interests and desires from an early age. Children's skills of

exploration are well promoted by the childminder as she provides a range of man-made and natural resources for children to use. They show delight as they become absorbed in exploring and using items from the treasure basket. The use of animated play through the use of glove puppets and actions songs bring fun play experiences to life keeping children engaged and enabling them to be full participants. Children respond to the ongoing commentary given by the childminder, encouraging children to vocalise and make gestures. They thoroughly enjoy exploring the musical box as it contains a range of instruments that they shake and rattle.

Children's problem solving and numeracy skills are enhanced, as they enjoy building bricks into tall towers and the childminder reinforces the names of the colours and counts as they build. These simple activities promote the use of what they see and hear, as they access a range of interactive toys. They move their bodies to the sound of familiar tunes that are played from the music box as buttons are pressed. Support for children's developing physical skills is promoted well. Furniture within the home is well placed to enable children to pull themselves up to standing, enabling them to make their first attempts to develop their walking skills. Playtime in the garden provides a wealth of outdoor play experiences for young children. They have access to a range of good quality play equipment to encourage the use of physical and active play. Children enjoy adventures away from the home, as they go on walks within the local community, visit parks and go on outings further a field.

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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