

Inspection report for early years provision

Unique reference number	139681
Inspection date	29/09/2011
Inspector	Denys Rasmussen
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 husband and three children aged 14, 17 and 18 years in Sutton, Surrey. The whole of the downstairs of the house is used for childminding purposes. 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, of which three may be in the early years age group. She is currently minding three children before and after school and during the school holidays. One child is in the early years age group. The family have two pet terrapins. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The caring and experienced childminder provides a warm and comfortable environment where children are well safeguarded. Effective partnerships with parents and other settings enable children's individual needs to be well supported. Children benefit from a wide range of stimulating experiences which they thoroughly enjoy, supporting their learning and development needs successfully. Overall, the childminder has effective self-evaluation systems which result in a continuously improving service.

What steps need to be taken to improve provision further?

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

- improve the system of recording accidents to ensure confidentiality.

The effectiveness of leadership and management of the early years provision

The childminder puts a strong emphasis on safeguarding. She has robust policies and procedures in place which reflect her good practice. She has all the required documentation in place and keeps well maintained records. However, the accident record does not always take into account confidentiality. Her effective risk assessments result in children being able to eat, play and rest in comfort and safety. The childminder is experienced and is committed to her own development

by attending relevant training courses, such as fire safety awareness, food hygiene, common assessment framework and training on aspects of the Early Years Foundation Stage learning and development requirements. This, along with her good self-evaluation systems helps her to make continuous improvements; for example, the children wanted more 'arty' activities and a change of equipment. As a result the childminder provided a wider variety of craft materials to add to her good range of play resources and borrows more challenging equipment from a resource centre which she changes every six weeks.

Children are helped to value diversity and understand the society they live in through worthwhile activities, such as celebrating cultural festivals and traditions, having access to resources that depict positive imagery and by being offered a variety of different foods. The childminder has a good knowledge of the children's backgrounds and their needs through effective partnerships with their parents. If children need additional support this is identified early because the childminder shares her observations of the children with the parents regularly. The childminder liaises with the children's school to find out the topics they are covering so that she can complement this. Parents receive comprehensive information about all aspects of the setting through an organised portfolio. Parents trust the childminder and comment that she has taken the 'most wonderful care' of their child and 'puts their child's care first and nothing is any trouble'. One parent also commented that she 'could not praise the childminder high enough' because her child has 'thrived and is happy everyday'.

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

The childminder uses her observations of the children to track their progress and inform her planning. For example, she noted that one child was very able to recognise colours so she planned an activity to enable the child to understand what happens when colours are mixed. Children are given good practical opportunities to solve problems and increase their skills in communicating, literacy and numeracy. They carefully follow instructions when building a castle, count the number of plates needed around the table and participate enthusiastically in story telling. They use mathematical language, such as smaller, bigger, longer and shorter and decide where they should stand in relation to the goal to enable them to score. The children have access to a wide range of materials and art and craft activities which they can access at any time. This ensures that their creativity is valued and the good play props and creative materials support children to express their own ideas.

The childminder is warm and accepting of all the children. She supports them well physically, intellectually and emotionally and encourages them to talk openly about their experiences, feelings and opinions. Children use language confidently and demonstrate a clear understanding of how to stay safe. They delight in talking around the meal table about how they look both ways and wait to cross any roads

and explain 'we mustn't run in the road or we might not see a car'. They practise fire evacuation and enthusiastically explain what they have to do. The children are very comfortable and secure at the childminder's home and all get on really well. Children benefit from nutritious meals and engage in vigorous physical activity which encourages healthy lifestyles. The home and garden provide a safe, secure, yet challenging space for all the children because the childminder has used her knowledge to provide age and developmentally appropriate activities and equipment. This means she meets the differing needs of children of different ages in a shared environment very well.

The children care about each other, behave well and have a sense of responsibility; for example, the children helped their friend wipe up her spilt drink. Children feel a strong sense of belonging which is demonstrated by their relaxed and confident manner, their understanding of the routines and rules and how they interact with each other warmly and enthusiastically as part of a group. The children's social skills are well developed and they laugh heartily together when they reminisce about funny things that have happened at the childminder's in the past. They enjoy their time with the childminder playing with their friends and are supported well by the childminder to be well equipped with the skills to secure future learning.

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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