

Inspection report for early years provision

Unique reference number	121612
Inspection date	10/10/2011
Inspector	Kerry Iden
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 1987. She lives with her husband and adult daughter in Salfords, Surrey. The ground floor of the childminder's home is used for childminding and a first floor bedroom is used for daytime naps. There is a fully enclosed garden for outside play. The family has a pet dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years, of whom no more than three may be in the early years age group. There are currently six children on roll; four are in the early years age group and all children attend on a part-time basis. The childminder supports children with special educational needs and/or disabilities and those who have English as an additional language. The childminder walks or drives to local schools and nearby facilities, such as parks and places of interest. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm, caring and professional service. She has adapted most parts of her service to reflect the Early Years Foundation Stage and most of the required documentation is in place. The childminder has a good knowledge of the children. She documents many aspects of children's development towards the early learning goals. Informal relationships with parents are in place for sharing details about the children's day. The childminder encourages feedback from children and parents, and demonstrates she has the capacity to continually improve her practice and raise standards for children.

What steps need to be taken to improve provision further?

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

- develop the risk assessment to identify aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment).
- 31/10/2011

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

- develop further systems for observations and assessment, to identify learning priorities linked to the areas of learning for each child
- develop the two-way flow of information with parents, in order to review their children's progress regularly and enable them to contribute to their learning and development

The effectiveness of leadership and management of the early years provision

Children are protected from harm. The childminder has a good understanding of the correct procedure to follow, should she have a concern about a child. She shares her written policies and implements strict collection procedures with parents. The childminder supervises the children, both inside and out, and has completed risk assessments for outings. She has ensured that her home is safe for childminding purposes; however, risk assessments for the premises do not include details of areas and aspects that need to be checked on a regular basis. The childminder is well organised with all other documentation, which she shares with parents and makes instantly available for inspection. Accidents are recorded. The childminder updates her skills and knowledge and has a current paediatric first aid certificate.

The childminder has adapted well to the implementation of the Early Years Foundation Stage. She evaluates new systems she implements and identifies further areas for development. The childminder has recently extended her system for gathering feedback from parents. By providing more direct questionnaires and continued verbal feedback she is able to gain parents' thoughts and opinions on her practice. The childminder records her action plans for the year. These are based on outcomes for children, so she can prioritise any action to bring about the most important changes. The childminder demonstrates a strong commitment to making continuous improvement. She evaluates the use of space and resources within her home. Children's art work and colourful posters are displayed and children have easy access to resources. The childminder makes good use of her resources to help children make good progress towards the early learning goals.

The childminder ensures inclusion of all children in activities. She adapts these so babies and older children can work and play alongside each other. Resources and activities provide children with positive images of diversity. The childminder supports children with English as an additional language and those who have special educational needs, ensuring their individual needs are met. She has a generally positive relationship with parents and there is a regular exchange of information. Parents are kept informed about their child's time with the childminder through daily diaries. However, systems for sharing how to develop their children's learning and development further have not been fully explored. The childminder has developed partnerships with others involved in the development of the children. She shares information that is based on her observations with nursery staff, to promote a collaborative approach.

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

Children are happy and settled. They have a warm relationship with the childminder, who offers them a nurturing and stimulating environment. Children show a good level of independence, as they move about the home making decisions about their play. Young children enjoy music and dance. They are able to access a wide variety of resources that make different sounds. They also take an interest in the sounds they hear outside. They watch visiting birds in the garden and compare the noise of overhead planes with those of the resources. Children's creative development is enhanced through dressing-up and babies enjoy using the selection of hats to play peek-a-boo games. The childminder knows the children well and effectively supports areas of their development, for example, ensuring suitable resources are in place for young children to pull themselves to standing to promote their physical development. However, although the childminder adds details of her observations to a record system, she does not always identify next steps in all areas of children's learning. Nevertheless, her good knowledge of each child ensures that they make good progress overall.

Children feel safe and secure. With reassurance from the childminder, young children are developing their confidence. Through routines they learn how to keep themselves safe, both inside and outside the home. The childminder consistently applies simple rules, such as not running inside. Older children explain to others the reason for this, using their own experiences. Children's safety continues to be encouraged through procedures that reduce the risk of cross-infection. Children understand the need to follow good personal hygiene routines. They use individual disposable hand towels in the cloakroom and antibacterial hand gel at appropriate times. Meals are provided by the parents. Young children sit securely in a booster seat at the table, so they are at the same level as older children. Mealtimes are sociable occasions, with those returning from nursery or part-time school sharing their morning experiences. Children engage in a range of physical activities, both inside and out, that increase their understanding of healthy lifestyles.

Babies play well, supported by the childminder. She uses consistent and positive techniques for managing children's behaviour and values the contributions they make. Young children are making good progress in their language and early mathematical skills. Through the use of resources such as shape sorters and hoop games, babies are developing concepts of shape and space, and are becoming active and curious learners. The childminder uses discussion throughout the day to encourage conversation and the development of children's vocabulary. Young children are beginning to develop skills that will help them with their 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	3

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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