

Inspection report for early years provision

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| Unique reference number | EY241582 |
| Inspection date | 20/10/2011 |
| Inspector | Linda Close |
| 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 2003. She lives with her husband and family in a residential road in Kingston upon Thames in Surrey. There are three children in the family who are at secondary school or involved in further education.

The childminder's home is a town house which has four floors in all. All areas of the property are registered for childminding apart from the top floor. Children are usually cared for on the first floor and they use toilet facilities on the second floor. They enter the home and access the garden via the ground floor. There are flights of stairs up to the various floors in the house and there is no lift.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children aged under eight years and three of these may be in the early years age group at any one time. The childminder currently has three children on roll who range in age from 15 months to three years six months and all attend daily. The childminder takes and collects children from a local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, secure and happy in the care of the childminder and they enjoy the company of other children. They are making good progress given their age and starting points. The childminder has established good partnerships with parents and the information the adults exchange helps the childminder to meet the individual care and learning needs of the children. The childminder evaluates her work with children effectively overall. She attends further training and is eager to achieve continuing improvement in her work.

What steps need to be taken to improve provision further?

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

- develop further the current systems of analysing observations to help to identify children's achievements and plan 'what next' for individual children.

The effectiveness of leadership and management of the early years provision

The childminder is well informed about safeguarding issues. She knows what signs or symptoms can indicate that children are ill treated and she has relevant information to hand to enable her to share concerns with relevant agencies. She makes risk assessments of her home and garden. She takes steps to keep children safe in her home including storing sharp knives and cleaning materials where

children cannot access them. The childminder makes sure that children are safely strapped in when travelling in her car.

The childminder has carried out a generally effective evaluation of her work and she makes sure that she is complying with the requirements of registration. She attends training to keep her knowledge of first aid for children up to date. She benefits from contact with local authority development workers who visit to advise her about her work and her premises. The childminder is keen to maintain ongoing improvements in her childminding service and she finds ways to help children to make progress in their learning through attending useful training courses including early mathematics and developing children's language and literacy.

The childminder makes sure that children can access their toys and make choices. She stores toys at a low level in the lounge so that they can select things which interest them. Her range of books and toys attracts the interest of children who are at different ages and stages of development. Younger children sleep in a travel cot in the lounge so that the childminder can watch over them and keep them safe. Older children sit comfortably to eat their meals at a low table with matching chairs in the kitchen/dining area.

The childminder helps children to gain familiarity and acceptance of different people, customs and celebrations. They dress up and have fun at parties held to celebrate special events. The childminder thinks carefully about the individual needs of the children in her care and she supports their learning well. She talks to the teachers at the nursery when she collects those children who attend and she gains useful information about the nursery activities and makes sure that what she offers the children complements what they do at the nursery.

The childminder shares her observation notes with parents. She tells them what food the children have had and what activities and outings they have enjoyed. Parents can see a development map and a tracker document which the childminder completes for each child although these documents do not as yet provide a full or clear picture of what children have achieved in all six areas of learning.

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

The childminder welcomes children into a clean, comfortable home environment. They learn how to lead a healthy lifestyle through regular routines which include hand washing before meals and after using the toilet. They take a fresh hand towel every time they wash their hands and they put it in a wash basket after use. Children enjoy savoury rolls and raw vegetable snacks and they eat well at lunchtime. Tasty hot meals are also prepared for the children and these are home cooked using fresh ingredients that meet parental approval.

Children show they feel safe in the relaxed way they play and rest at the childminder's home. They laugh and play happily together and they share

affectionate hugs with the childminder. The childminder manages children's behaviour firmly but with kindness and patience. She teaches them to share and take turns and they happily put toys away at her request.

Children enjoy story books with the childminder. They are learning how to express their thoughts, needs and ideas. Younger children say a growing number of words very clearly. The childminder helps children to make quite demanding jigsaw puzzles and they know how to turn the pieces round until they fit. They count out loud up to eight with growing accuracy and confidence. Children play with battery operated toys that help them to learn about cause and effect. Their activities and discussions with the childminder help them to develop skills for future learning.

Children enjoy play with others at local children's groups. The childminder takes them to the groups to develop their social skills. Children enjoy energetic play with the childminder in her home and in the garden. They dance to music and jump on the spot with enthusiasm. Children love to choose colours and draw pictures and they confidently describe what they have drawn. They develop their imagination in play with small world toys which include dolls and small pushchairs. They also like to dress up and play games of lets pretend.

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

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| 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

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| 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

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| 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

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| 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

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| 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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