

Inspection report for early years provision

Unique reference number	EY332100
Inspection date	18/10/2011
Inspector	Carol Willett
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 2006. She lives with her husband and three children of primary school age in a ground floor flat in Egham, Surrey. The whole of the childminder's home is used for childminding and there is a communal garden for outside play. Local parks, shops and schools are within easy walking distance. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children under eight years, of whom three may be in the early years age group. She is currently caring for one child in the early years age group. The childminder attends the local toddler group. 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.

Children are content, safe and make good progress in a welcoming child-friendly home. The childminder is well organised and caring, demonstrating very good interactive skills to ensure children's needs are met. Overall, she provides a stimulating range of resources and learning opportunities to promote children's development. Inclusive practice is positively promoted and children freely access toys appropriate to their age and stage of learning. The childminder evaluates her service generally well and her capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- increase the range of resources to promote children's awareness of diversity and to enable them to explore more sensory experiences, for example, through natural and flexible resources
- develop further the systems for reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children .

The effectiveness of leadership and management of the early years provision

Children's safety is well promoted as the childminder has a good awareness of her role in child protection and the possible indicators of child abuse. The clear safeguarding policy details the procedure to follow if she has any concerns about the children. Safeguarding and complaints policies are effectively shared with

parents so they are aware of what to do if they have any concerns. The childminder completes thorough risk assessments and daily checks taking positive steps to minimise hazards so children can play safely in her home and when out.

The childminder has a good awareness of equality and diversity. She quickly gets to know children's individual personalities and provides toys and activities that interest them so their needs are effectively met. Children are happy and confident in the childminder's care. They quickly settle as the childminder is caring and affectionate and provides a calm child-friendly environment. The childminder organises her home and good quality resources well which enables children to actively explore and choose toys they want to play with. However, children do not have as much access to resources to reflect diversity or natural objects to develop their sensory experiences. However, the childminder provides a good range of experiences overall to promote children learning in all areas.

The childminder is enthusiastic and committed to providing good quality care for children. Self-evaluation does not fully cover all areas of practice. However, the childminder has started to evaluate her practice well after taking a break to care for her own young children. She has addressed previous recommendations and updates her policies and procedures. The childminder regularly discusses practice with other childminders to ensure she is up to date with current requirements. She attends training to continually improve her knowledge, skills and outcomes for children.

The childminder quickly establishes good relationships with parents and she provides effective daily feedback both verbally and in writing. She shares children's development records and photographs to keep parents well informed about their children's activities and achievements. Children do not currently attend any other early years settings. However, the childminder is aware she needs to share information with other early years providers whenever this is applicable. She understands that such partnerships are necessary to provide a cohesive approach to children's care and learning. The childminder effectively maintains all required documentation to promote children's welfare and safety and important records are shared with parents to keep them well informed. Overall, children's health, safety and welfare are met well as the childminder provides good quality care and learning for children.

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

The childminder provides a calm welcoming environment so children are happy and content and develop a good sense of belonging and trust. Children respond positively to the individual attention from the caring childminder showing they feel safe. They actively explore the home and toys the childminder selects for them based their current interests and her plans for their development. The childminder's interest and enthusiasm ensures children enjoy learning. Overall, children enjoy a broad and balanced range of activities. The childminder plans adult-led activities on a daily basis to maximise children's learning potential. For

example, children enjoy choosing stickers of fruit and vegetables and talk about the harvest festival at the local school.

The childminder has a good awareness of child development and children receive individual support. Children make good progress, for example, as the childminder claps and praises their efforts so they develop in confidence and self-esteem. The childminder uses good questioning skills and models the use of toys and she communicates constantly with the children. She joins in play activities developing children's creative skills as they put the dolls in the buggy and paint and draw. Children learn cause and effect, for example, as they push buttons on programmable toys and show great interests in toy laptops and other programmable toys. Children count and learn about shape and colour using shape sorters and stacking toys. They enjoy cuddles on the childminder's lap and develop their vocabulary and communications skills whilst looking at story books, excitedly pointing at the pictures. The childminder is skilled at recognising children's emerging language and gestures. She enjoys and values children's home languages, learning important words to aid communication. The childminder knows the children well and plans effectively for their development. She shares children's development records and daily diaries with parents so they are fully involved in children's learning. Children are excited and motivated to learn, developing good future learning skills. This is because the childminder provides a wide variety of toys, activities and outings to extend their learning.

Children settle well as routines are consistent and familiar. The childminder gives children lots of choices about play inside and out in the garden. Children's emotional development is promoted well as they form close, secure relationships with the childminder. Children develop an understanding of appropriate behaviour through the consistent boundaries, the positive learning environment and constant attention. Children develop good social skills and are learning to share and take turns as the childminder ensures they meet with other children and adults. They go to toddler groups and visit the library, parks and farms. Children's safety is well promoted through gentle reminders about how to behave safely during daily play. They practise the fire evacuation procedure, learn about road safety and know that it is not safe to jump on the trampoline because it is wet and slippery.

Children learn about healthy lifestyles and their good health is well promoted. The childminder has effective cleaning and nappy changing routines. Children learn good personal hygiene through effective daily routine, for example, as they wash their hands appropriately. Children eat well and enjoy healthy snacks and meals, which include all food groups and fresh fruit and vegetables. The childminder allows young children to explore their food and promotes their independence as they eat and drink. For instance, they use spoons to feed themselves and can easily reach their drinks when they are thirsty. Children enjoy fresh air and exercise daily as they walk to school and stop at the park when collecting the childminder's children. Children thoroughly enjoy opportunities to play in the communal garden bouncing on the trampoline and using wheeled toys. They use the larger equipment at the park to further develop their physical skills. Young children are content and settled because their health, physical and dietary needs are met well.

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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