

Inspection report for early years provision

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| Unique reference number | EY277187 |
| Inspection date | 24/10/2011 |
| Inspector | Jacqueline Munden |
| 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 was registered in 2004. She lives with her husband and two children aged five and eight years in Oxted, Surrey. Childminding predominantly takes place downstairs where toilet facilities are available. Access to the house is via two steps and access to the toilet is via three steps. There is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years. Of these, three may be in the early years age group at any one time. She is registered to work with an assistant, and when doing so, may care for eight children under eight years of whom, three may be in the early years age group. Permission is granted by Ofsted for the assistant to be left in sole charge of children. The childminder is also registered to provide overnight care for one child under eight years of age. She is currently caring for 11 children, four of whom are in the early years age group.

The childminder is a member of the National Childminding Association. She holds a relevant level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are very happy and included in the safe and nurturing environment. The childminder forges strong relationships with parents overall, and with others involved in children's care. This helps her to meet each child's individual needs and successfully promote most aspects of their learning and development. The childminder evaluates her practice effectively and identifies ways to drive improvements for children.

What steps need to be taken to improve provision further?

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

- develop further the arrangements for tracking the activities children are involved in to monitor their progression
- increase opportunities for parents to contribute to their children's learning to fully complement their learning and development.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder and those living and working in the house are suitably vetted. Clear procedures are in place to ensure the assistants are suitable to work with children. For example, they are clear about the procedure to follow should they have a concern regarding a child in their care. The childminder risk assesses the home and outings and takes effective measures to minimise possible risks. The wide range of policies and procedures that are shared with parents, underpin the childminder's good practice. All the appropriate records and parental consents are in place to promote children's good health and welfare. The childminder spends her time focussed on children and ensuring their needs are met well. Her home is clean and well organised allowing children ample space to play and explore both indoors and outside. The childminder and her assistants work efficiently to support all the children present. This means, in the busy periods when older children that attend school are present, all children are well cared for.

The childminder promotes equality and diversity well. The broad range of resources enables all children to take part at their own development level. For example, a wide range of tools for painting is available such as, easy grip paint brushes and sponge applicators. The childminder works closely with parents to support children with special educational needs and/or disabilities. This helps children feel included and valued as well as supporting their development. The childminder liaises closely with other providers of the Early Years Foundation Stage that children attend; these include pre-school staff and school teachers. This contributes greatly to children's continuity of care. The childminder forges strong partnerships with parents from the outset. They constantly share information through discussion, the use of daily diaries and questionnaires. Parents report they are very pleased with the high level of care their children receive. This keeps parents fully informed of their child's day including the activities their children take part in. The childminder maintains a written record of children's development and the planned next steps to help them progress. However, this record is not yet shared with parents to fully promote children's learning and development.

The childminder reflects on her practice well which helps her identify areas for development. Comments are sought from parents and children to help her evaluate her provision. This feedback is used effectively to bring about improvements for children and to meet parent's needs. For example, the childminder uses the toy library to increase the range of resources she provides. These help children learn about people with disabilities. Parents requested more information about the meals children have and for a wider range of fruit to be offered. As a result, a menu is now provided for parents and children to see and a variety of fruit is offered. Children enjoy exploring the new tastes. Since the last inspection, the childminder has increased her professional skills through attending training in child development and child protection. The childminder demonstrates a strong commitment to driving improvements to improve outcomes for children.

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

Children thoroughly enjoy their time with the caring childminder who provides a lively, vibrant environment. They feel safe and secure due to the strong relationships they form with the childminder, the assistants and the other children. They show a great sense of belonging and high levels of confidence; sharing ideas and selecting activities to take part in. They demonstrate kindness and consideration for others and use good manners at all times. Children learn about the wider world through a wide range of equipment and activities that promotes diversity. For example, children try eating their dinner with chop sticks as the people in China and Japan do. Overall, children make good progress in their learning and development. Although, arrangements are not in place to track the activities children are involved in to monitor their progression. The wide range of interesting activities provided both in and outside the home promotes their learning and development well. For example, they visit toddler groups and soft play areas where they develop social and physical skills. As children play, the childminder carefully guides them to make sure they are safe while allowing them to explore and make decisions. Activities sometimes link to a theme, such as, making a lantern for Halloween. Children excitedly harvest the gourds they have cared for and grown in the garden over the summer. They learn about hygiene procedures as they wash and dry the gourds to get rid of germs. Children carefully examine them, describing their look and smell and compare sizes, noting whose is bigger and smaller. However, they discover the skins are too tough to cut to make lanterns. Instead, they decide to decorate them using paint instead. Three and four year old children use their imaginations to paint faces on the gourds making witches and black cats. Children aged one year are fully included as they sit safely in a high chair alongside the older children. They concentrate intently feeling the shape and bumpy surface of the gourd with their paint covered fingers.

Children learn good skills for the future as they use electronic toys and computers for a variety of purposes. They search the internet to find answers to children's questions such as, how many countries are there in the world? The childminder actively helps children develop their language who are confident speakers talking freely with adults and other children. The childminder encourages communication at all times through discussion which helps broaden their vocabulary. For example, at snack time, children notice white parts on the fruit. The childminder explains this is pith. Children confidently describe how to make lemonade; squeezing the lemons and adding water. The childminder asks questions to encourage others to join the conversation. For example, asking what could be added to make it sweet and not sour?

Children are learning about healthy lifestyles well. They benefit from many opportunities to play and learn outdoors. For example, in the garden they collect leaves to use for leaf printing and ride wheeled toys. Children are learning about healthy foods and grow fruit and vegetables they eat at meal times. Children follow effective hygiene routines such as washing their hands before eating. Children are developing a good understanding of keeping safe. Particularly effective methods are used help them learn how to respond in case of a fire. For

example, fire drills are practiced with all children and assistants; each child has a buddy who they make sure is with them when they evacuate the house.

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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