

Inspection report for early years provision

Unique reference number	EY276906
Inspection date	25/10/2011
Inspector	Daphne Prescott

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 2003. She lives with her husband and child in Carshalton, Surrey. The whole of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age group. There are currently 15 children on roll and seven of these are in the early years age group. Children attend different times of the week. The childminder also cares for children over the age of 8 years.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family have no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy in the care of this warm and friendly childminder. Overall, she meets their developmental needs well as they benefit from a wide range of stimulating and interesting activities. The childminder communicates effectively with parents and other professionals. She provides an inclusive service in which children are treated as individuals. Most of the required documentation is in place, although the risk assessments need improving and the childminder has not kept her first aid certificate up-to-date. She demonstrates the capacity to maintain continuous improvements for the benefit of the children.

What steps need to be taken to improve provision further?

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

- obtain and maintain a paediatric first aid qualification approved by the local authority (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 23/12/2011

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

- improve the record of risk assessment to include all possible hazards to children for the premises and outings and trips
- improve systems for observing children by linking these to the six areas of learning to help plan children's next steps based on their interests and

develop needs.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children and knows what to do if she is concerned about the welfare of a child in her care. Children are encouraged to explore and be curious while being well supervised at all times by the childminder. She generally maintains a record of risk assessments for her home and outings identifying possible hazards. However, she does not always maintain a detailed record of all the hazards, and the control measures already in place which help towards keeping children safe, in the home and when on all outings. The childminder demonstrates how she would deal appropriately with any accidents, which helps maintain children's well-being. However, she has not updated her paediatric first aid qualification. Consequently, she is in breach of a specific welfare requirement. All other documents and records required for the safety and well-being of the children are in place.

The childminder organises her home and play resources well, enabling children to make independent choices freely and safely. She provides a service that is inclusive for all children; she adapts activities so that they are able to be involved at a level which is suitable for their age and stage of development. The childminder demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for. Children are learning about similarities and differences through festival celebrations. This creates an inclusive environment that encourages children to feel a sense of belonging and increases their understanding and knowledge of the wider world.

The childminder establishes good links with parents and the information that they share helps to ensure children are settled and secure. She knows all the children extremely well and is good at interpreting babies babble and recognises their individual signs for when they are tired or hungry. The childminder works very closely with parents in the best interests of their children. They are kept well informed of their child's day through a detailed daily diary and feedback at drop off and collection times. The childminder informs them about their child's development and activities they enjoy while in her care. She has a positive attitude to developing and forming links with other providers. The childminder has established effective links with the local nursery school to ensure continued progression of children's care, learning and development.

The childminder is able to accurately recognise her strengths and areas for development, and she considers how she will continue to improve her practice. For example, she is developing her range of policies and procedures to make sure parents are fully informed of the service she provides. The childminder also seeks the views of parents about the provision, verbally and with a questionnaire and uses this information to develop her practice. The questionnaires also reveal that parents are extremely happy with the service provided. The childminder demonstrates an enthusiasm for her work and is motivated to make changes that

drive improvement for the outcomes for all children. The recommendations from the last inspection have been addressed, promoting children's safety and welfare.

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

Children are secure, happy and show a strong sense of belonging in this caring environment. They share warm relationships with the childminder and her family, and enjoy their company as they play. Children benefit from a daily routine that offers a balance of free choice and organised activities, which reflect children's interest. The childminder is secure in her knowledge of where children are in terms of their learning and development. Each child's achievements are carefully observed so that plans can be made for future activities. However, the childminder's observations are not linked to the six areas of learning to help plan and identify their next steps in their learning and development.

Children and babies have great fun as they engage in a wide range of play opportunities that help them to extend their learning and development. There is lots of laughter and giggles as they play with the childminder and they thoroughly enjoy her joining in with their play. She is supportive and encouraging when directing play, and asks many good questions; to stimulate children's thinking and help them actively learn and solve problems. The childminder uses her skills to respond to and build on babies' expressions, actions, and gestures, developing their communication skills. She helps set the foundation for children's future life skills through the many activities that support their numeracy, reading and writing skills. For example, children thoroughly enjoy drawing with chalks which develops their early writing skills. The childminder provides a wide range of objects and various textures to excite and encourage babies' and children's interests. They show great happiness in using hand puppets as she encourages their imagination and along side this, singing familiar songs to build on their vocabulary. The childminder also encourages children's love of books as a way of engaging them in early literacy skills. Inclusive practice is also promoted at story time as babies and children are encouraged equally to be involved in looking at books together. Outside in the garden, children delight in being imaginative together as they re-enact real life experiences as they pretend to push their dollies around in the buggies and play in the pop up tent.

A high priority is given to developing children's awareness of keeping themselves safe and healthy. Personal hygiene routines are very well established to support children in becoming independent. Children learn about the importance of hand washing and are provided with separate paper hand towels to help minimise cross infection. They get plenty of fresh air and exercise each day by playing in the garden or visiting the local parks. In the garden, they jump up and down on the trampoline and have great fun playing on the small slide and crawling through the tunnel developing their physical skills. Children enjoy daily snacks of fresh fruits and raisins and home cooked meals using fresh ingredients. Snack and mealtimes take place with all the children sitting together, which creates a delightful sociable occasion developing children's social skills and good manners. Children begin to

learn to keep themselves safe through taking part in regular fire drills and practising road safety when they are out walking in the local community. The childminder has a calm and relaxed approach and the children respond very well to her. As a result, they are well behaved and receive appropriate care, good support and praise at every opportunity, which increases their overall well-being and promotes a sense of trust.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 23/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 23/12/2011