

Inspection report for early years provision

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Inspection date	08/11/2011
Inspector	Susan McCourt
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 1996. She lives with her husband, one school-aged child and one adult child in Addlestone, Surrey. The house is close to schools, parks and other local amenities. Children have access to the sitting room and dining room, There is a bathroom and also a bedroom on the first floor for children who need to sleep. A secure rear garden is available for outdoor play. 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 at any one time, of whom, three may be in the early years age range. The childminder currently has three children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good care for children. She gives children a loving home from home where they can feel safe and secure. The childminder has a strong understanding of the Foundation Stage and supports children's learning and development effectively, meeting their individual needs. She builds good relationships with parents and generally works well with the schools. The childminder's paperwork is systematically organised overall, and she has a strong commitment to adapting her practice to bring about improved outcomes for children. Her capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- ensure that the record of administered medication includes verification that parents have received the information. 09/11/2011

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

- develop partnerships with the school to support children's continuity of care and learning.

The effectiveness of leadership and management of the early years provision

The safeguarding arrangements are good. All adults in the home are checked as to their suitability and the childminder has a good understanding of her role in child protection. Information about the procedures she must follow are available to parents, and the childminder regularly updates her training in this area. Her risk assessment is very thorough and covers all aspects of the home and activities that children come into contact with. The childminder undertakes daily checks to make sure the play areas are free of any hazards before children arrive. The same rigorous approach is also used with her documentation and she has all contracts and parental consents well-organised. This underpins children's well-being. Any medication given to children is with parental permission and the childminder records the action she has taken. However, parents do not consistently sign this record to certify that they have been informed. This does not have a significant impact on children as the records are otherwise well maintained, but it is a breach of a requirement. The childminder has a strong, clear ethos in her work with children. She aims to provide a loving homely environment with children having one consistent key person. The childminder is continually reflecting on her practice and gathers ideas from colleagues, support agencies and websites in order to improve outcomes for children. In this way she frequently updates her methods to ensure she is doing her utmost to support children's learning and development. The childminder uses the self-evaluation process to identify where she can make improvements and she takes action quickly and effectively to address any shortfall.

The childminder uses her resources very effectively. Children can be independent in exploring the toys as they are stored at low level. There is always a good variety on offer so children can develop their play, or move between different activities and games as their interest changes. The childminder is alongside the children at all times and acts as a good role model by developing children's vocabulary and being a good playmate. Resources are of very good quality and reflect the diversity of the local community, which helps children to learn about and appreciate people's differences. The childminder has a strong sense of respect for equality and diversity issues and brings the wider world into her activities by marking different festivals. She gets to know each child's family very well and has a strong understanding of their needs, which helps them to make good progress. Parents can contribute to the childminder's self-evaluation as they complete questionnaires twice a year to give formal feedback. Parents also appreciate the daily diary which gives detailed information about the child's day. They value the warm and affectionate relationship the childminder builds with their child and comment on the strong sense of security this gives them as parents. The childminder liaises with the local school to ensure that they are aware of her relationship to the child. However, she does not share information with the school to support the child's learning and development which reduces her ability to provide consistent care.

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

The childminder builds very good relationships with the children in her care and they clearly enjoy their time with her. She is very responsive to their needs and knows their home routines very well. This means that babies and toddlers are very settled and secure. The learning environment includes low level toys and equipment that all children can easily reach. In this way, they can be very independent and active in their play and develop different games. For example, children initiate peek-a-boo games alongside exploring construction toys and the childminder responds playfully, much to their delight. The childminder has a good understanding of the Early Years Foundation Stage and makes careful observations of each child's achievements and personality. She maps these against the Foundation Stage to ensure children are progressing well. The childminder makes careful note of children's next steps and plans her activities to support children through those steps. For example, she notes that a child is fascinated by messy play but also tends to taste everything, so plans for sensory play that is also safe to eat. In this way, children have good support to investigate new experiences and develop their curiosity safely.

Children clearly feel very safe and secure. They have hand towels and place mats at the childminder's home which they know to be solely theirs and this helps to create a sense of belonging. Children can play safely as the home has been adapted to suit their stage of development, so they are not restricted in exploring. Children adopt good hygiene routines which are modelled from a young age. Young children clean their own hands before and after eating, and the childminder minimises the risk of cross infection by observing good hygiene practices. Children enjoy a wide range of physical and outdoor play and are out in the fresh air every day. The childminder meets up with colleagues for enticing activities such as parachute games and soft play. Children have a healthy diet and make their own choices about what they will eat. Fresh water is always available and children can be as independent as possible in terms of feeding themselves.

Children are busy and absorbed in their play at all times and benefit from a wide range of toys and play experiences. The childminder supports children's communication very well, and they learn a wide vocabulary in context. The childminder is skilled at picking up children's facial and non-verbal communication which builds their confidence. Children examine books with interest and enjoy making marks in activities such as finger painting. They are able to use art materials in their own way, making their own pictures and being creative. The childminder also teaches elements of craft as they play and children show great pride in what they make. Children are persistent when learning new skills and enjoy a range of technology such as phones and push-button toys. Children behave very well and enjoy taking responsibility for things such as tidying up. Children build strong friendships and are cooperative and affectionate in their play. Their time in the childminder's care gives them good skills for the future.

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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