

Inspection report for early years provision

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Inspection date	07/11/2011
Inspector	Lindsay Farenden
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 1999. She lives with her husband and one adult child in Esher, Surrey. The whole ground floor of the childminder's home is used for childminding, with sleeping facilities provided upstairs.

The childminder is registered to care for a maximum of three children at any one time. There are currently five children on roll in the early years age group, who attend various days of the week. She also cares for children aged over six years old. The childminder is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register. She attends toddler groups, and takes children to parks. The family has one pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this caring childminding setting in which they enjoy many stimulating experiences that promote all aspects of their learning and development. Children's individuality is recognized and nurtured by the childminder who has a secure knowledge of their individual needs, interests and abilities. Children access some resources reflecting diversity. The majority of required documentation is in place. The partnership with parents is a key strength of the childminder and this ensures excellent continuity of care for the children. She understands the importance of working with other providers involved in children's care and learning. The childminder has a commitment to continually improve her service and constantly strives to develop further good outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- improve further the record of risk assessments for each specific outing
- develop further children's access to toys and resources which reflect positive images of diversity.

The effectiveness of leadership and management of the early years provision

There is strong emphasis on safeguarding children within the childminding setting. The childminder has attended child protection training and has a good knowledge of the procedures to follow if she concerns about a child's welfare. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of children. The childminder is vigilant about children's safety. She has undertaken

a risk assessment of her home and for outings, although the written record does not fully include all specific outing. The childminder continually teaches children about keeping themselves safe. For example, she helps them learn how to cross the road safely, why they must not open ovens, not to go near bees or stinging nettles. Overall though, records, policies and procedures are used to promote children's safety and welfare well. Although the childminder has not carried out a formal self-evaluation, she recognises her own strengths areas of development. She attends training and networks with other providers to ensure she constantly keeps up-to-date with current childcare practice.

The childminder organises her day well and children's care and learning is enhanced by her enthusiasm. One room is set up as a designated playroom and a good range of toys and resources are arranged to promote children's independence and develop active learning through play. Children access a small range of toys and books which reflect positive images of race and disability. They do though undertake a wide range of activities and food tasting to celebrate various festivals and customs, such as Chinese New Year. The childminder has a positive attitude towards liaising with other provisions that children attend to further enhance their learning in her home.

The partnership with parents contributes significantly to ensure continuity of care and ensures each child's individual needs are met very well. Right from the start, the childminder builds very positive relationships with the parents, encouraging them to share information about their child's care needs, interests and stage of development. Parents are given excellent feedback about their child's day both verbally and through a daily written diary. Photographs show how much children enjoy activities and outings and these enable all special moments to be shared with their families. Information from parents at the time of the inspection show they think extremely highly of the childminder and how much their children thoroughly enjoy attending the setting.

The childminder ensures that her service is fully inclusive for all children. The childminder would welcome children with special educational needs and or disabilities into her setting. She is happy to work with other agencies involved with the child to help them reach their full potential.

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

Children are very happy and content and thoroughly enjoy the time they spend in the childminder's care. Warm and trusting relationships have developed between the childminder and the children, which gives them a real sense of belonging and demonstrates that they feel safe. Children enthusiastically choose what they want to play with and benefit from the attention they get from the childminder, who clearly enjoys their company and ensures they are constantly amused. She asks questions and talks to them about what they are doing, encouraging their language skills and all round development. Children have constant access to books and like looking at pictures and having stories read to them by the childminder.

From a young age children explore early technology as they take pleasure in investigating toys that require them to press buttons. They learn to problem solve as they use shape sorters and doing puzzles. Children are developing good numeracy skills, as the childminder encourages children to count, recognise numbers and shapes as they play and during outings. Children use their imaginations very well on first hand experiences, as they enjoy making drinks and pretend to make meals at the large play kitchen unit. The childminder uses this opportunity to discuss healthy eating habits as they use plastic play foods. Children are provided with a wide range of activities to encourage their creativity. For example, drawing, painting and gluing activities. Their interests and knowledge are enhanced through various outings, such as visits to the zoo, farm, and aquarium and feeding the ducks in the park. Children have great fun picking up sticks to make a den, whilst going for walks in the woods. They also have valuable opportunities to socialise with others and extend their skills when visiting toddler groups and local children's facilities.

The childminder has developed a good understanding of the Early Years Foundation Stage. Each child has their own 'unique profile' which includes photographs and detailed observations of their achievements. She uses this information effectively to provide fun activities and outings to help children make continual progress in their learning and development. Overall children thrive in the care of the childminder and develop a very wide range of skills for their future well-being.

Children behave very well because they are constantly engaged in a wide range of activities both inside and outside of the home. The childminder provides a good role model for children, as she talks to them in a kind and caring manner. She offers them lots of praise and encouragement to develop their self esteem and confidence.

Children are cared for in an extremely clean home and the childminder carries out excellent hygiene procedures to protect their health. Meals provided by parents are stored and heated appropriately. They freely access drinks which are kept at their level throughout the day. The childminder has a current first aid certificate and makes sure her first aid box is always very well stocked. This ensures that any accidents can be dealt with in a prompt manner. Children have extensive opportunities to develop their physical skills and healthy lifestyles. They receive plenty of fresh air and exercise as they go on exciting nature walks, enjoy playing ball games and run around in parks pretending to be airplanes. Children develop their balancing and climbing skills very well through the use of large playground equipment in parks.

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	1

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	1
The extent to which children adopt healthy lifestyles	1
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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