

Inspection report for early years provision

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Inspection date	10/11/2011
Inspector	Christine Stimson
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 2003. She lives with her husband and child, aged eight in a residential road in Walton-on-Thames, Surrey. The premises are located close to shops, parks, schools and public transport links. The whole ground floor of the childminder's home is used for childminding, with sleeping facilities provided upstairs. There is an enclosed garden available 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 two may be in the early years age range. She is currently caring for two children in this age group. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from the local school and takes children to local toddler groups, parks and on visits with fellow childminders.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development as the childminder plans exciting activities that stimulate and challenge them. The childminder strives for continual improvement by embracing lots of training opportunities. She uses ideas gained from the training to introduce new innovative ideas for children's activities and to improve outcomes for children. The childminder keeps meticulous records, but does not have a copy of the Local Safeguarding Children Board guidelines for referral. The childminder has met the recommendation made at her last inspection.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- obtain the Local Safeguarding Children Board guidelines and ensure safeguarding policies and procedures are in line with these.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has an extremely good understanding of child protection issues. She is very confident in how to proceed if she has any concerns about a child in her care. However, she does not have the

Local Safeguarding Children board guidelines in her records for referral. She does, however, have the Children's Services phone number on her safeguarding policy. The childminder conducts a thorough weekly risk assessment on all areas used by children. This ensures they play in a safe and secure environment. The childminder also conducts a risk assessment for the whole of her home every six months. Children regularly take part in a fire drill with the childminder and are learning how to leave the premises quickly and safely. Children have been taken to the local fire station by the childminder and were extremely excited to be allowed to hold a hose and wash some mud from a path, helped by a fireman. All adults who live or are regular visitors to the childminder's home have been vetted for suitability.

Children are happy, confident and flourish in the care of the childminder. She has built strong trusting relationships with the children who thrive in the stimulating environment the childminder creates for them. Inclusive practice is promoted as the childminder has established excellent relationships with parents. Parents are issued with questionnaires every six months to enable the childminder to evaluate her practice and meet the needs of children. Daily diaries are kept by the childminder and shared with parents, who take them home at weekends to read, add their comments or put in information about their child to share with the childminder. She has, in the past, worked closely with other childcare providers to ensure continuity of care and learning. The childminder sets high standards which are embedded across all areas of practice. She drives for improvement by attending training courses and has gained childcare qualifications as part of her own professional development.

The resources the childminder has for children are extensive and available to children at their level enabling them to make a choice in their play. Amongst the childminder's toys are lots of play figures, dolls, puzzles and books that reflect diversity and teach children about the wider world. She makes the effort to obtain special books for children who are having problems sharing or understanding about a new sibling. With patience and working together with parents the childminder manages to help children to accept situations. The childminder is herself a wonderful resource to children as she sits and plays with them, teaching them good manners and asking open questions to make them think and respond. As a result, children's vocabulary is very well developed and they are confident to engage in conversation with the childminder and visitors to her home. At the last inspection the childminder was asked to make sure risk assessments of the garden take full account of unauthorised entry through the side gate. The childminder has now added another bolt at the bottom of the gate to ensure her garden is secure.

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

Children really enjoy time spent with the childminder. Each child is provided with an exciting, stimulating learning environment, where they make excellent progress as activities are planned for them as individuals. The childminder makes written observations of children's achievements accompanied by photos, many of which are downloaded to parents. From these notes the childminder plans activities for

each child and then provides an outcome summary to show each child's next step. These are then cross referenced to the previous observations to show when the child moved on and achieved.

Children are encouraged to be polite and use common courtesies such as please and thank you with gentle reminders from the childminder used on occasions. Children are involved with growing vegetables in the childminder's garden. This year they grew courgettes, carrots, parsnips, potatoes, runner beans, herbs and pumpkins. They have dug and harvested the foods and the childminder has used the produce for children's meals. She said the children enjoyed eating the vegetables knowing they had grown them. Children are learning simple technology using lots of good quality programmable toys. The childminder makes sure they are all in good working order to avoid children being disappointed. Amongst the childminder's collection are press buttons toys that give instructions for the next move, electronic phonic books and pre-programmed musical instruments. Children love to dance to music. For example, a child spoons rice very accurately into a cardboard tube which the childminder has sealed at the bottom. When he has finished she seals the top. The child takes this through to the lounge and uses it as a shaker as he dances around to music being played on the radio.

Children have lots of opportunities to get fresh air as they play in the childminder's safe and secure garden. They use balls and run off energy on the grass. Children notice the birds as they fly past, commenting about their flapping wings and copy their movements as they run around. Daily walks to school enable children to get fresh air and exercise and to experience their local community. The childminder encourages children to count as they go up and down the stairs in her home and they are beginning to recognise what numbers are as they see them on doors and bins in the local environment. Children have access to a range of resources showing positive images of diversity. They play with dolls and play figures showing different cultures and abilities and read books that have characters from around the world. The childminder celebrates the festivals of others with children doing art and craft activities and making them aware of the meaning of their craft work. For example, recently children made apple and candle pictures for a Jewish festival called Rosh Hashanah and the childminder explained to them this was a representation of the start of life.

Children make a positive contribution to the childminder's setting as they are well behaved and love to help her with simple jobs like clearing away toys. Children learn about healthy eating as they experience snacks and home cooked meals that are healthy and nutritious. Independent skills are encouraged as children feed themselves and put the chairs back under the table when they have finished, avoiding anyone tripping over. Children follow routines of hand washing before and after eating food and after messy activities. They all have their own hand towels to help prevent cross infection and this teaches them about good hygiene practice. Children are safe and feel safe in the setting. They play in a very secure, well maintained home that is meticulously risk assessed. They learn about road safety during their outings with the childminder and inform her they have to look out for the green man at crossings. Children are making an excellent start in their learning journeys whilst in the childminder's care.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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