

Inspection report for early years provision

Unique reference number	507204
Inspection date	16/11/2011
Inspector	Cathy Hill
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 1993. She lives with her husband and two children, aged 15 and 19 years, in Cobham, Surrey. Childminding mostly takes place in a playroom that has its own front entry door. When more than one child is present, the lounge is used for children to sleep in cots. There is access to a kitchen and ground floor cloakroom. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may 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. The childminder is currently caring for two children in this age group at various times during the week. She also offers care to children aged over five years to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and content and have good opportunities to play and learn within the childminder's welcoming home environment. The childminder effectively organises her practice to ensure all children are positively included. A wide range of generally well detailed documentation is maintained to support the childminder's practice in most areas. Her capacity to maintain continuous improvement is good and the childminder is proactive in attending training to further her own knowledge and skills.

What steps need to be taken to improve provision further?

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

- improve children's learning records by clearly tracking their development in all areas and by showing the learning objective of their next steps in development
- improve systems to review and assess practice in order to improve the quality of the learning, development and care and to secure continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded well. The childminder understands her responsibilities with regard to child protection and has detailed written policies to underpin her practice in this area. She has booked training to further reinforce and update her safeguarding knowledge and she maintains safeguarding literature on

file. Children have excellent relationships with the childminder and turn to her readily for support, showing they feel safe in her care. The childminder is vigilant about safety. For example, she secures children in high chairs for their snack, and carries out a daily safety check of her premises. She maintains risk assessment records and these are regularly reviewed and updated. The childminder is very kind and caring and is very attentive to children as they play. She organises her time and space very well to provide children with fun play and learning opportunities both within and outside the home. Children move freely around the designated playroom and enjoy exploring the wide selection of clean, good quality resources accessible to them. The childminder displays educational posters in the room depicting, for example, numbers and colours, and these provide a stimulating environment for children.

The childminder has an excellent understanding of children's individual needs. She works closely and effectively with parents and others involved with children's care to ensure consistent practice is applied in meeting children's differing needs. The childminder talks to children to develop their awareness of diversity. She provides children with access to multicultural resources to further develop their awareness of differences. The childminder has established very good partnerships with parents. She shares all her policies and procedures with them and also shares both verbal and written information about their child's minded day. Parents are extremely positive in their praise of the childminder. They confirm she is 'truly exceptional' and state that they know they can 'completely rely on [her] care and support' and feel 'incredibly fortunate to have found her'. The childminder is calm and cheerful and devotes her time to playing with children, whilst understanding when to step back and allow children independence with play. She has no formal self-evaluation system but does reflect on her practice. The childminder demonstrates a positive commitment to continually develop her practice to provide improved outcomes for all children.

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

Children are totally relaxed in the childminder's care and enjoy developing their future skills through play activities. They are making good progress with their learning and have daily use of resources which promote learning in all skill areas. The childminder maintains development records for children. These include written observations of their learning, although records do not clearly track children's development or show the learning intentions of their next steps. Children show an understanding of the use of technology as they hold a toy mobile phone to their ear and pretend to talk into it. They press the buttons on a toy steering wheel to make music play and respond to the music by jiggling their body as they listen to it. They show a motivation to learn as they eagerly explore the toys in the playroom. They show sustained concentration as they sit with the childminder to create pictures from felt shapes. The childminder names the different objects on the shapes, such as a light and chair, to reinforce and develop children's vocabulary. The childminder names colours on toys and encourages children to

find matching colour items on the colour poster in the room. Children are happy and engaged and enjoy free creative expression as they draw on a sketch pad, understanding how to wipe clear their mark-making before drawing other shapes.

Children develop their awareness of the wider world on outings with the childminder. They have good opportunities to develop their social skills on outings to toddler groups, their creative skills at music sessions and their physical skills at soft play centres. They behave very well because they are actively occupied with purposeful play. They help tidy toys away with the childminder, thereby taking responsibility for their environment. They show sensitivity and care as they gently pick up a soft toy and give it a cuddle and as they use wipes to clean a doll's face and hands. Children learn about safety as they take part in practises of the childminder's fire drill and through discussion with the childminder. The childminder's policies and procedures are effective in protecting children from illness and infection. Children play in a home environment maintained to a high standard of cleanliness and the childminder ensures children's hands and face are cleaned after they have eaten. The childminder works in partnership with parents to ensure children's particular dietary needs are met. They have good appetites and confidently feed themselves cereal and then fruit for breakfast. They take ownership of developing their physical skills as they carefully climb on wheeled toys and use their legs to successfully propel themselves around the playroom.

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:	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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