

## Inspection report for early years provision

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<b>Unique reference number</b>	EY425592
<b>Inspection date</b>	11/11/2011
<b>Inspector</b>	Sandra Jeffrey
<b>Type of setting</b>	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 2011.

The childminder registered in 2011. She lives with her husband and one child aged under one year. The family lives in a two bedroom house in a residential area of Caterham in Surrey. The downstairs of the house is the main area used for childminding. There is also a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children between one year and under eight years, two of whom can be in the early years age range. There are currently three children in the early years age range on roll. The childminder also cares for older children. The childminder has a Nursery Nursing Examination Board Diploma and has worked as a nanny for 11 years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a relaxed and welcoming environment and meets children's welfare and learning needs well. She has a good understanding of the children's individual needs and warm, trusting relationships are fostered. The childminder is enthusiastic and works earnestly to establish and maintain good partnerships with parents and others involved in the care of the children. Consequently children's consistency of care and learning is secure which means that children progress generally well. The childminder reflects on her practice and is able to recognise her strengths and areas for improvement, resulting in a setting that is responsive to all users' needs.

## **What steps need to be taken to improve provision further?**

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

- share children's progress records with parents and give them regular opportunities to add to them.

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates a secure knowledge and understanding of safeguarding matters and gives top priority to children's welfare. She has effective procedures in place in case of an emergency and these are agreed with parents and contribute to children's safety. Children's safety is further promoted because the childminder implements efficient risk assessments; both in the home and when out with the children. Monthly written records are kept of these risk assessments,

enabling the childminder to review and evaluate them. In addition, monthly emergency evacuation drills are practised and smoke alarms are tested on a weekly basis. These efficient precautions all help to promote the children's safety and well-being.

The childminder organises her home to maximise children's comfort and enjoyment and children evidently feel at ease in the very child centred environment. Children are able to independently select items from a good variety of very well maintained resources, which are used to support their play and learning well. The home is brightly and warmly decorated throughout and has selection of children's artwork displayed, creating a homely environment where all feel welcome. The childminder enthusiastically dedicates her time to the children, getting down to their level to engage with them, in order to fully enhance their learning experiences.

The childminder has a positive attitude towards diversity and ensures she gains information relating to children's individual needs and parents' wishes to ensure she supports their unique requirements. The children use a good range of resources of a multicultural nature, which promote a positive view of the wider world and increase children's understanding of diversity and differences. Children with special educational needs and/or disabilities are supported well, through close working partnerships with parents and others involved in their care and development.

Parents are kept well informed of all aspects of the provision through the childminder's effective feedback. For example, through the daily verbal communication, text messages and emails and regular photographs of the children enjoying various activities. However, she does not routinely share children's progress records with their parents and ask them to add to them. The childminder uses questionnaires to gain the views of parents. These show that the parents are very happy with the care their children receive, describing the childminder 'a delight to deal with and who has a very real affinity with the children'.

The childminder has extremely high standards for her provision and sets herself very challenging goals. She shows a strong commitment to continuous improvement and evaluates her service, reflecting on areas for improvement. She recognises the value of ongoing training and uses what she learns to enhance children's experiences.

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

Children enjoy their time here and are achieving well because the childminder is highly skilled in promoting children's learning and development. She is aware of younger children's limited attention span and expertly adapts the routine to take account of their individual needs.

Children's interests and needs are at the forefront of the childminder's planning. She allows them to take the lead in their choice of activities and toys in support of

their enjoyment and progress. For example, children choose to play with the dolls, demonstrating good levels of concentration as they 'feed them milk and change their nappy'. They also play enthusiastically with the activities that have been set out for them.

Children's early communication and language skills are developing very well. They enjoy listening to stories with the aid of puppets and learn phonics with excellent support of the childminder and a range of appropriate resources. Children dance and sing along to nursery rhymes and songs playing in the background, enjoying the rhythm and pace of the music. Younger children's communication skills are also supported with attendance at local 'sing and sign' sessions where they learn to communicate in a fun and innovative way. Their early numeracy skills are also very well supported, as they discuss how many slices of apple they need at snack time and count the stairs as they climb them. Children are beginning to learn about problem solving, as they play with the stacking rings, comparing which rings are bigger or smaller; excitedly clapping each other as they successfully put the next rings in place.

The childminder makes regular observations of children's achievements and uses these assessments to plan relevant experiences for future learning. She ensures activities build on children's existing knowledge and skills. Children receive constant praise and acknowledgement of their achievements and efforts, when they display signs of good sharing and being kind to each other for example. This builds children's self esteem and helps them to think about how their behaviour affects other children's feelings.

Children have close relationships with the childminder and each other. They happily climb on the childminder's lap for story time and show each other signs of affection with spontaneous cuddles and kisses. They are gently reminded not to climb on the arm of the sofa, with good explanations about safety implications and the possibility of younger children copying them. They competently strap themselves into their safety seats at the dining table and know to take extra care on the stairs.

The childminder actively encourages healthy eating and provides healthy and nutritious food for the children. Children are encouraged to select their own fruit from the large fruit bowl and are offered regular drinks. Children have good opportunities to exercise and develop their physical skills, including babies who are supported with good opportunities to practise their newly acquired walking skills. Children's personal needs are successfully promoted and they receive good support when potty training for example, with lots of praise and gentle reminders.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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