

Inspection report for early years provision

Unique reference number	EY254837
Inspection date	22/11/2011
Inspector	Cathy Hill

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2003. She lives with her husband and three children, aged three, 11 and 14 years, in West Ewell, Surrey. The ground floor of the property is used for childminding and there is an enclosed garden for outside 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 the age of eight years at any one time and, of these, no more than two may be in the early years age group. She is currently minding seven children in this age group at various times during the week. The childminder sometimes works with an assistant and on these occasions she may care for a maximum of four children in the early years age group. The childminder walks or drives to local schools to take and collect children. The family has a cat, rabbit and three goldfish. The childminder is a member of an accredited childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises her practice very well to provide children with a welcoming, family environment for their care and learning. Children are making good progress with their learning and engage in play experiences both inside and outside the home. Overall, the use of resources effectively supports children's development and the childminder ensures all children are included in play. All required documentation is in place with the majority containing good detail. The childminder's capacity for continuous improvement is very good. She is enthusiastic about her role and continually seeks to further develop her own knowledge through attending training courses relevant to early years practice.

What steps need to be taken to improve provision further?

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

- improve children's records by clearly showing the learning objectives of their next steps in development
- increase the use of print in the minding environment so children can learn about words; for example, by using key word labels on resources.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded by the childminder. Both the childminder and her assistant have attended safeguarding training and the childminder has a detailed policy to underpin her practice in this area. She obtains

consents from parents; for example, to administer medication, to ensure children's individual needs can be met. The childminder continually risk assesses her premises to ensure children can play safely at all times. Risk assessment records are detailed and regularly reviewed and updated. The childminder is vigilant to safety and carefully secures children in car seats; for example, when collecting other children from school. The childminder effectively organises her space and time so that children have daily opportunities to develop their knowledge and skills. They have free access to a wide range of good quality toys and they have fun as they actively engage in play, sensitively supervised and supported by the childminder. The childminder has a very positive attitude towards equality and diversity and has an inclusion policy in place. She treats all children with equal concern and ensures they have equal opportunity to access all age appropriate resources. Children learn about differences through discussion with the childminder as opportunities arise and through play with a variety of multi-cultural resources.

The childminder works positively in partnership with parents and others involved in children's care and education. She has established good relationships with parents and shares both written and verbal information with them about her practice and their child's day. Parents sign to acknowledge they have seen all the childminder's policies and procedures and are very positive in their feedback about the childminder's service. The childminder has completed a self-evaluation form reflecting on all areas of her practice. She recognises her strengths and areas for further development and is continually making improvements to her practice to benefit all children in her care. Since her last inspection she has addressed both recommendations raised, improved her range of activities; for example, by providing more messy play, and further developed her documentation. The childminder has continued to develop professionally and has attended a wide variety of training covering topics such as, infant mental health, diversity and story telling. She uses knowledge and ideas gained from training to improve her practice. For example, following training she identified the need to provide children with increased opportunities for mark making and so introduced writing materials into her role play area. The childminder is very calm and caring and devotes her time to children so that they are happy and well occupied in her care.

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

Children have excellent relationships with the childminder and snuggle contentedly against her showing they feel safe and secure. They are confident and conversation flows freely as they play. They show an understanding of safety as they carefully use knives to cut a banana into pieces at snack time. They learn about safety in the home as they take part in regular practises of the childminder's fire drill. Children behave very well and play amicably together. They work industriously together to build models from construction blocks, each taking a turn to add a block to their building. They develop in self-esteem as a result of the praise and encouragement the childminder gives them as they play. They are continually active in developing their future skills as they play and the childminder positively interacts with children; for example, asking them questions to make

them think. Children take responsibility for their environment as they help tidy toys away before getting others out. They show an understanding of routine hygiene practice as they wash their hands before they eat. The childminder's policies and procedures are effective in protecting children from illness and infection. They play in a clean and well maintained home environment. Children show kindness towards each other as they help others take their outdoor shoes off when entering the home. Children have individual towels to use to dry their hands and the childminder displays a poster for children as a gentle reminder about handwashing procedures. The childminder works in partnership with parents to meet children's dietary requirements. Children have healthy snacks and learn about healthy foods as they have opportunities to grow produce on visits to the childminder's allotment.

The childminder observes children's learning and maintains records tracking their development in all learning areas. She notes children's next steps but does not clearly show the learning objectives of future development activities. Children take ownership of their learning as they actively explore and investigate through play. They show an interest in literature as they freely select a book from the book rack and take it to the childminder for her to read to them. Children develop an awareness of words and print from books and posters displayed, although resources are not labelled to increase opportunities for children to develop their literacy skills. The childminder effectively uses descriptive language as she talks to children to reinforce their knowledge and understanding of colours, shapes and sizes. Children learn about the wider world through frequent outings with the childminder. For example, they have learnt about plants, recycling and animals through visits to an ecology centre and city farm. They are developing an understanding of number and confidently count three marbles in their hand. Children have fun playing with marbles. They listen to the sounds the marbles make when dropped onto a tambourine and have fun watching them bounce as they hit the tambourine base. Children are confident in their bodies and move freely around the minding areas. They have regular opportunities for exercise and fresh air and are able to develop their physical skills; for example, using play apparatus on visits to the park.

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
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met