

## Inspection report for early years provision

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<b>Unique reference number</b>	EY244635
<b>Inspection date</b>	23/11/2011
<b>Inspector</b>	Ann Moss
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2003. She lives with her two children aged 12 and 14 years old in Brockham, Surrey. The entire house is used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at anyone time, no more than two of which may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged five years to 11 years.

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

Overall the quality of the provision is good.

Children are cared for in a warm, inclusive family environment. The partnerships with parents, carers and others lead to children receiving good outcomes in their learning, development and welfare. The childminder is reflective of her practice and has implemented a system of self-evaluation, although this has yet to take account of parents' views. She is committed to continuous improvement through ongoing training.

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

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

- improve the system of self-evaluation, in partnership with parents, to identify strengths and areas for improvement within the setting

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

The childminder has a clear understanding of her responsibilities towards the children in her care, and effectively safeguards their welfare. For example, she routinely attends training on child protection, ensuring that she has the latest information and knows what steps to take if she has concern about a child in her care. She keeps all required records and parental consents that promote children's health, safety and well-being. Thorough risk assessments help ensure that children are safe in the home and when out and about. Children learn to manage their own safety because the childminder uses the daily routines in place to discuss and reinforce the need to be and stay safe. For example, she uses the walk between school and home to raise children's awareness of road safety, and ensures children

demonstrate their understanding.

The well organised home offers a warm, welcoming and relaxed environment where children feel comfortable and secure at the end of a busy school day. Children enjoy a good range of quality toys and resources that support all areas of learning that are easily accessible and used well to support planned goals in learning and development. Equality and diversity is embedded throughout the childminder's practice. The childminder works in partnership with parents to ensure the individual needs of the children are identified and quickly met. The childminder makes the most of practical activities and resources to help children understand the diverse society in which they live. For example, she provides toys and resources such as books and small world toys. Daily outings within the local community promote further interest and discussion. All children have equal access to play and learning opportunities provided, helping them to reach their full potential.

Partnerships between the childminder and the parents and carers are positive and relationships are warm and friendly. Parents receive copies of the childminder's comprehensive policies and procedures and opportunities to liaise verbally and by means of a daily communications diary about their child's needs, experiences and achievements. The childminder builds effective partnerships with other professionals where appropriate, for instance, when children also attend other settings. She makes good use of local training opportunities to develop her knowledge and skills and evaluate her practice. Action taken to develop her service lead to improved outcomes for children, for instance, changes to the hand drying routine protect children from possible cross infection. However, self-evaluation does not, as yet, take into account the views of parents.

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

The childminder has a good understanding of the Early Years Foundation Stage framework. She knows the children well through their settling-in period. She observes the children then makes informed decisions about their progress and plans next steps to meet their development and learning needs, ensuring continuity of care and learning between other settings.

Children gain confidence as they make choices and decisions about their play and learning. They thoroughly enjoy socialising and playing with their friends. Their language for communication is developing well. For example, during activities they express their thoughts and ideas, reason and negotiate with confidence. They develop an understanding of the natural world as they talk about things that are of interest to them such as the habit and habitat of a squirrel. The childminder uses the opportunity to introduce new words and extend vocabulary such as 'hibernation'. They solve simple problems when they work out how many pieces of fruit they have had throughout the day and show pleasure when announcing that they have had their 'five-a-day'. Children express their imagination in many ways.

For example, they help themselves to a selection of creative materials to make pictures, draw or model with dough. They develop skills for the future as they use programmable toys, or when they look up something on the computer. Children behave well because they receive good attention from the childminder. They are clear about her house rules and expectations for behaviour. Consequently children get on well and share and cooperate during play.

Children adopt a healthy lifestyle through the good practice in place. For example, they follow a simple good hygiene routine, with little promoting, such as hand washing before eating and after outside play. Children think about the environment and develop health and bodily awareness as they willingly put on their coat and shoes before outdoor play. They enjoy well-balanced home cooked meals and fresh fruit snacks that meet their nutritional needs. Mealtimes are social occasions where all children sit together, joining in with family customs and routines. They enjoy regular exercise because the childminder finds ways to involve children in ways that interest them such as visiting 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

<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

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

<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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