

Inspection report for early years provision

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Inspection date	25/11/2011
Inspector	Janet Thouless
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.

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 registered in 2011. She lives with her partner and children, aged five and three years in Redhill, Surrey. The childminder is situated close to shops, parks, schools and public transport links. The whole of the home is used for childminding, with the exception of the master bedroom. There is a garden for outdoor play and she has two pet rabbits.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of four children under eight years at any one time, of these, two 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 to 11 years.

The childminder collects children from the local school and attends local toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a competent knowledge of each child's needs to help her meet most aspects of children's welfare and learning with success. Children take part in a wide range of play experiences, which promote their learning and support their individual needs and interests. Partnerships with parents and other professionals are mostly in place to support the needs of all children. The childminder has a good understanding of her strengths and areas for future development. There is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further planned experiences which support young children to learn with enjoyment and challenge, with particular regard to creative media and materials
- develop further the systems to work together with other practitioners to support transition and consistency.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. The childminder has a good knowledge of safeguarding issues and understands her responsibility to protect children. She is confident on

issues that would cause her concern and the action to take if necessary. Written risk assessments and daily visual checks are conducted that identify and minimise hazards in the home, garden and outings. As a result, children are confident to explore and learn in the safe and secure indoor and outdoor environment. The childminder implements a comprehensive range of policies and procedures, which are used to underpin her practice. These policies are shared with parents so they know how the childminder operates within the regulatory framework. The childminder makes effective use of self-evaluation to help her identify strengths and priorities for future development.

The childminder is very committed to the care of the children. She creates a welcoming home environment where they feel safe and fully included. Children's independence and choice are promoted. Resources are organised to allow children to participate fully. For example, they are displayed in attractive boxes on low level storage units. The boxes are clearly labelled with both pictures and words, enabling children to quickly identify their contents. Cosy areas have been created around the home for children to sit quietly and look at books, play games or engage in role play. The childminder provides opportunities for children to develop their awareness of all areas of diversity through the toys and activities on offer. She is currently developing the range of resources provided. Children celebrate festivals such as Diwali, helping them understand the society in which they live.

The childminder develops a positive relationship with parents. She knows the culture and background of each child, which contributes to inclusive practice, meeting individual needs and providing continuity of care. The childminder goes to great lengths to help ensure settling-in procedures meet individual needs of children and families. Parents are asked to complete forms about children's individual likes and dislikes and daily routines. Daily conversation and a daily diary keep parents informed about their child's day. Parents are encouraged to share events from home. The childminder has established some links with other providers delivering the Early Years Foundation Stage, helping ensure children receive the support they need and continuity in their care and learning.

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

Children are happy, confident and settled. They receive good support in their learning and development and display a strong sense of belonging. Children's individual needs and characters are clearly understood and respected. All available resources are regularly rotated and children are able to explore and make independent choices in their play and learning. However, there are only a few resources and activities to engage children in creative media. The childminder makes observations that link to the early learning goals. These provide a focus for the next steps in children's learning and are used to inform planning. Children's profiles are completed and shared with parents. This means children's progress is measured and parents can be involved in supporting their children's learning and development at home.

Children thoroughly enjoy their time with the childminder and her family. They are occupied and benefit from a balanced routine based around their individual needs. They happily explore new experiences and demonstrate good levels of interest and involvement. For example, they use their imaginations well in role play. They place food in the toy microwave, set the timer and wait patiently for the timer to buzz before serving food to others. They place baby in a buggy, collect their shopping bag chatting happily about what they will buy at the shops. They enjoy snuggling down with the childminder to look at a range of books, showing a great interest in the familiar story. The childminder participates in children's play, acting as a good role model. As a result, children acquire a positive disposition to learning. The childminder places a high emphasis in promoting children's self-esteem. She gently reminds children of her expectations, for example, sitting nicely at the table and gives lots of praise when children respond to her instructions. She offers continuous praise and support for children's positive actions, which fosters a sense of well-being and self-worth. Samples of children's creative work are displayed on the walls, creating a bright environment and instilling a sense of pride in each child.

Children are encouraged to adopt healthy lifestyles because the childminder promotes healthy eating, drinking and regular exercise. Water beakers with lids are provided to promote children's self-care and independence. Children enjoy sociable meal times. They sit down to eat and drink, using good table manners such as 'please' and 'thank you'. Children know to wash their hands after using the toilet. They are provided with liquid soap and individual hand towels to help reduce the spread of infection. Children know how to keep themselves safe, for example, stopping at the roadside when they ride their scooters to school. When swimming, the childminder makes children aware of the danger of deep water and the importance of staying together and listening to instruction. This positive approach enables children to achieve independence, manage their own risk and understand the importance of keeping safe. Children have many opportunities to develop their physical skills and enjoy a range of outdoor pursuits. They have access to climbing equipment in the garden and participate in regular visits to parks. Children are clearly happy and thriving in the childminder's care. They are making good progress in developing skills for their future success.

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	3
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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