

Inspection report for early years provision

Unique reference number	EY424026
Inspection date	29/11/2011
Inspector	Ann Moss
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 has been registered since 2011. She lives with her husband and two children aged five and two years in West Ewell in the borough of Epsom and Ewell. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. Nearby facilities include schools, shops, railway station, parks and library.

The childminder is registered to care for a maximum of four children under eight years; of these, two may be in the early years age group. Currently the childminder has six children on roll; of these, three are in the early years age group. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a well-organised, child-centred environment, in which their individuality is recognised, respected and valued. Partnerships with parents, carers and others are good, leading to children's learning, development and welfare needs being met, overall. Arrangements for self-evaluation are mostly effective; however, this has yet to take account of parents' views. The childminder is committed to continuous improvement. As a result, outcomes for children are good.

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
- continue to develop the systems for monitoring children's progress and achievements; match the observations of children to the expectations of the learning goals and use information gained from other providers delivering the Early Years Foundation Stage to further support children's individual learning and development.
- extend opportunities to help children to be aware of risks and to consider their own and others' safety through ensuring all children practise the fire evacuation drill, for example.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder has a good understanding of her responsibilities in relation to child protection. She is familiar with the local Safeguarding Children Board guidance for the recording and referral of concerns and feels confident she would be able to identify any potential concerns. She has a written complaints procedure which is shared with parents and she ensures they know how to contact the regulator. The childminder has a good understanding of how to keep children safe. She carries out thorough risk assessments of her home, garden and outings and takes appropriate action to ensure that any potential hazards are minimised. She helps children to learn how to keep themselves safe and to negotiate risk without impeding their developing independence. She has a clearly defined procedure for emergency evacuation, for example, in the event of fire. However, she has not, as yet, practised this with children. The childminder effectively promotes children's good health. They enjoy healthy meals and snacks that meet their dietary requirements. She has clear procedures for caring for children if they become ill and to prevent the spread of infection. She holds a current paediatric first aid certificate, so is able to deal with any minor incident quickly and appropriately. All required records and written parental consents are in place and stored to ensure confidentiality.

The childminder's home is suitable and safe for purpose and she strives to maintain a stimulating and supportive environment for the children in her care. Resources are plentiful and suitable for the stage of development and interests of the children and are well maintained. Equality and diversity is embedded throughout the childminder's practice. Children learn about similarities and differences through play, and discussion and resources reflect a range of cultures and backgrounds. The childminder has a thorough knowledge of each child's welfare needs and uses the information to settle a child into her home. Partnerships between the childminder and parents and carers are positive and relationships are good. Parents receive copies of all the childminder's policies and procedure, which are comprehensive, and text messages and electronic photographs keep them well informed about their child's day. This ensures they have the very latest information. The childminder links in with other providers delivering the Early Years Foundation Stage framework, sharing information to ensure continuity and coherence. The childminder has begun to self-evaluate her practice realistically. However, she has yet to develop a secure system for self-evaluation involving the views of parents. The childminder is committed to making further improvements. As a result, capacity to maintain continuous improvement is good.

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; however, observations are not clearly linked to the area of learning to ensure children make steady progress towards the early learning goals.

Children appear settled and happy and show good levels of self-esteem. They know what is expected of them, because boundaries are clear and consistent. Good quality interactions and well-organised routines help all children to feel secure and confident. As a result, children enjoy their time at the setting. Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. They are listened to; the childminder provides them with time to share their thoughts and responds to their conversation. Children's language is supported well while they play and learn by the childminder who engages them in both adult and child-led play. There are lots of open ended questions and descriptive suggestions to help children develop their vocabulary. Children are beginning to build on their language skills because they have daily access to a range of books, rhymes, music, songs and stories. They are encouraged to experiment with writing through art, craft and mark-making activities. Children enjoy playing with puzzles and construction; they are working through problems of how to make shapes fit and make connections to build a track. There is some mathematical language used around them such as 'big' and 'little'. Children engage in a range of activities that nurtures their understanding of the world around them. This includes first-hand experiences of the natural world and of information, communication and technology. They have access to interactive toys and play resources which they can program through the use of switches and buttons. Children enjoy regular exercise as part of a healthy lifestyle and have fun playing in the garden riding a tractor and tricycles or visiting the park. Children are involved in practical applications of their knowledge and skills which promotes their self-esteem and supports future learning and development.

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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