

Inspection report for early years provision

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Inspection date	29/11/2011
Inspector	Catherine Greenwood
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.

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Description of the childminding

The childminder was registered in 1996. She lives with her husband and two adult children in New Malden, Surrey. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The conditions of registration currently allow a variation for the childminder to care for a maximum of four children in the early years on Mondays and Tuesdays. She currently has six children on roll in the early years age range, all of whom attend part-time. The childminder also offers care to children in the older age range. The provision operates from Monday to Friday, for most of the year. The childminder holds an early years qualification. She collects children from the local school and attends several toddler groups on a regular basis. The childminder has three pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with a good range of experiences that include a variety of outings. The support they are given to explore and make their own discoveries is a key strength of the provision. Consequently, children are happy, well occupied and make good developmental progress. The childminder reflects on the quality of the provision overall and makes changes to improve outcomes for children, showing a good capacity to maintain continuous improvement. Systems to identify children's progress and plan for their needs are mostly effective. She develops highly positive relationships with parents and other settings children attend and information about children's progress is regularly shared, which supports good continuity overall.

What steps need to be taken to improve provision further?

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

- improve information shared with other early years provision that children attend to identify learning priorities
- improve reflective practice to identify the setting's strengths and priorities for development that will further improve the quality of provision for all children
- improve the use of observation and assessment to identify any gaps in children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a good knowledge of child protection procedures. She attends additional training to ensure this knowledge is kept up to date. The childminder uses a checklist of potential hazards to maintain children's safety within the premises and on outings. For example, there are detailed assessments for everyday activities, such as, visits to toddler groups and travelling in the car. Recommendations made at the last inspection have been met. The childminder completes self-evaluation records that show she has a good knowledge of the statutory regulations and most aspects of good practice guidance. Through self-evaluation, she identifies most areas for future development. This helps her continue to improve outcomes for children.

Children are provided with a welcoming and well organised environment. A good range of equipment is rotated to ensure best use is made of the available space and that children have variety within their play. The childminder has a good knowledge of children's individual needs, which she uses to promote most aspects of their learning and help them reach their full potential. Children are fully included in all activities and events. They learn about diversity through different cultural celebrations and activities, for example, as they make traditional sweets for Diwali, dragon puppets for Chinese new year and cards for thanksgiving. Parents are welcomed into the childminder's home, are given detailed information about their children's day and are consulted about all aspects of their care and developmental progress. The childminder makes children's developmental records available for parents and invites them to contribute their observations of their children's progress to learning journey records. Comments in parent questionnaires show they are happy with the provision. For example, they say 'I like the happy positive caring environment provided by the childminder and the flexibility in care arrangements', and 'I am very happy with the way you care for my child and the way you interact and provide lots of different activities'. She has well established partnerships with other settings children attend. They regularly share recorded information and discuss children's needs. This provides continuity in children's care and learning overall, although children's immediate learning priorities are not also shared to further enhance their progression.

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

The childminder has a very good awareness of when to join children in their play to promote learning and when to allow them to play independently. She has a very caring and attentive approach towards the children and offers lots of support so they can achieve their aims. Consequently, children behave very well and are very purposeful, confident and determined within their play. They show a strong sense of independence and are very familiar with routine events. The childminder has a good knowledge of children's individual needs and progress. She uses records to identify their individual achievements and their next steps for learning. However,

she has not developed systems to identify gaps in children's learning to further ensure their progression towards all the early learning goals. Children show good independence within their play. The childminder encourages them to make their own choices and provides sufficient time for them to make their own discoveries and play freely. She is aware of children's levels of concentration and introduces adult-led activities that capture their interest. Children show good self-help skills as they feed themselves and use the toilet independently. They benefit from visits to toddler groups and a Sure Start centre, where they have good opportunities to socialise, play in a different environment and learn to separate from the childminder and take part in group activities. Younger children show good levels of confidence as they approach the childminder and express their needs through pointing, making their own decisions and saying a few recognisable words. The childminder talks with children during their play and responds to their attempts to use Makaton signs, for example, 'please', when they see things they want to eat. Children enjoy making marks, for example, as they use paint brushes and water on the garden fence. Their ability to count is promoted as the childminder encourages them to count objects during their play.

Children show a strong exploratory approach as they search for items the childminder hides inside cardboard boxes. They develop their senses as they explore the objects, such as brushes and tins, and play imaginatively as they use the role play resources like the pretend cooker. Children show creativity as they use glue and glitter to make Christmas decorations. They learn how things grow as they help the childminder to plant and water fruit and vegetables in her garden, which is used for mealtimes. Children find caterpillars and butterflies during these activities, which the childminder uses as a talking point to develop children's knowledge of the features of living things. Children observe the growth of tadpoles that they bring from a pond in their own home and visit local farms, where they handle small animals. Children develop their physical abilities as they use a range of outdoor resources in the childminder's garden, for example, a small trampoline, tunnel, tent and slide. They show great determination as they move around the garden and are beginning to develop steering and manoeuvring skills as they use the wheeled toys. Children improve their co-ordination and ability to negotiate space as they take part in obstacle courses and use large equipment in parks. Children feel safe and secure because the childminder provides a routine that meets their individual needs. She helps them develop an awareness of their own safety, through using appropriate equipment on outings and talking about road safety and stranger danger. The childminder ensures that children receive a well balanced and nutritious diet through ongoing communication with parents. She provides healthy snacks that include fresh fruit and raw vegetables. Children are protected from the risk of cross infection because the childminder follows good hygiene procedures. For example, children use paper towels for drying their hands. This year, the childminder has attended infection control and food hygiene training courses, which has developed her awareness of procedures.

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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