

Inspection report for early years provision

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Inspection date	14/12/2011
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 2001. She lives with her husband and two children aged 20 and 14 years in New Malden, Surrey, close to shops, parks, schools and public transport links. All areas of the property can be used for childminding and there is a fully enclosed garden available for outside play. The childminders provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She currently has three children on roll in the early years age group. The childminder also offers care to children aged over five years to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's positive interaction and involvement with children as well as the opportunities she provides them to take the lead within their play are key strengths of the provision. Consequently, children make good progress in their learning, overall. Good communication with parents means children's individual needs are well met. Overall, there is appropriate range of resources, although equipment that enables children to be independently creative is limited. The childminder understands and engages in reflective practice and makes changes to the provision that helps to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to express their creative ideas through independent access to a wide range of resources
- develop a systematic and routine approach to using observations

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a good understanding of child protection procedures. Since the last inspection, she has attended additional training that has successfully updated her knowledge of safeguarding issues. The childminder completes risk assessments for all areas of her home and outings. These include detailed information about potential hazards for each environment, as well as action she takes to reduce any risks, for example,

when children use a bouncy castle and trampoline at a local park.

Recommendations made at the last inspection have been met. The childminder reflects on the quality of the provision and completes a self-evaluation record that identifies aims for future improvement. Since the last inspection she has attended training that has enabled her to develop a better understanding of how to move children on in their learning. She has introduced a written learning journey for each child, which include an assessment of most areas of their development, which is shared with parents.

Children are provided with a good range of resources that promote most areas of learning and are fully involved in the process of choosing and borrowing play equipment from the toy library. All children are given equal opportunities to participate in all activities. The childminder makes good use of opportunities to promote their knowledge and understanding of diversity, through looking at books, preparing and eating food from around the world and celebrating different festivals, for example. The childminder is pro-active in establishing communication with other early years provision that children attend. Consequently, she receives newsletters and information about topics, which she uses to complement children's learning.

The childminder has a receptive approach to parent's views about the provision and their children's individual needs. This good communication means that children are provided with continuity of care and learning. Parent questionnaires and letters show they are happy with the provision. For example, they say 'The childminder is so organised, dedicated and professional and is really the perfect childminder', 'She is extremely diligent about providing detailed feedback through the daily diary and always has time to discuss any issues' and 'my child loves being with the childminder and is a very happy child'.

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

The childminder is observant and responsive to the choices that children make in their play. For example, she helps them put on their coats when they choose to play in the garden. Consequently, they show confidence with making their own decisions. They are provided with range of activities that promote most areas of their learning and make good developmental progress. Activities are driven by the children's interests. For example, when they notice the moon, the childminder initiates discussions about rockets and introduces related songs. Children's enjoy outings to places, such as the royal parks, where they engage in imaginative play, acting out familiar stories while walking over bridges. They are provided with a good range of experiences through other outings to the library, parks and toddler groups. The childminder has an affectionate approach towards the children and responds with enthusiasm to their hugs and kisses. Children laugh with pleasure as the childminder plays games of 'peek a boo'. She uses her good knowledge of children's individual needs and progress to extend their learning and has a good knowledge of what she wants them to achieve next. However, she has not

developed a systematic and routine approach to using observations to identify any gaps in children's learning, which means that some areas of development are not always given equal attention.

Children are well behaved and co-operative and are provided with a familiar routine. The childminder explains about plans for the day, so that they know what to expect. She helps children to share and be kind to each other and to consider alternative approaches when they find things difficult. Consequently, children feel secure and settled. Children show good independence as they select their own play equipment, cut up fruit at snack time and put on their uniform for pre-school. Their ability to communicate is fully promoted. The childminder responds to their interests by looking at photographs of their family, for example, and consistently engages with children during their play.

Children's knowledge of number and their ability to count is developed through singing activities and using stacking blocks. They also count how many people are present at mealtimes and talk about the value of money. Children learn about how things grow, as they plant, grow and eat strawberries, courgettes and tomatoes. They play imaginatively with a play cooker in the childminder's conservatory and use dressing-up clothes and shoes. Children show interest in using musical instruments, such as African drums, a small keyboard, bells and maracas. They laugh with pleasure as together with the childminder, they explore the different sounds. Children develop their creativity through a range of planned activities, such as cooking. However, they have limited opportunities to express their own creative ideas through independent access to a wide range of resources.

Children are well supervised during weekly visits to a children's centre and a toddler group. They learn about their own safety as they take part in regular fire evacuation procedures. During these practices, the childminder encourages them to identify and use the different exit routes in her home and learn not to run. Children have fun, whilst learning to use garden toys safely in a way that is suitable for their age and stage of development. Children understand the importance of healthy lifestyles. They are provided with healthy and nutritious home-cooked meals and are encouraged to try different food, such as fresh vegetables, pulses and lentils. Meal times are social occasion that successfully encourage younger children to follow the good example of those who are older. Consequently, all children eat well and enjoy their food. Children are protected from the risk of cross infection, as the childminder ensures they wash their hands at appropriate times.

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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