

Inspection report for early years provision

Unique reference number	507307
Inspection date	07/12/2011
Inspector	Lindsay Farenden
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2000. She lives with her husband, one adult child and one child aged 15 years in Worcester Park, Surrey. The childminder lives in a house and there is access to a toilet on the ground floor. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the Early Years age group. There are currently three children on roll in the early years age group, who attend on a part-time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder attends the local parent/toddler group and takes children to the library, soft play and various parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall quality of the provision is good with some outstanding aspects. Children flourish in this setting where they are treated with a great care and kindness by the childminder. Children's individuality is recognised and nurtured by the childminder who has a very secure knowledge of their individual needs, interests and abilities. There are a few resources which reflect diversity. The childminder works very closely with the parents, which ensures excellent continuity of care for children. She understands the importance of working with other providers involved in children's care and learning. Using self-evaluation, the childminder is very aware of the strengths and areas for improvement in the provision and constantly strives to improve the outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- Develop further the range of toys and play resources which reflect positive images of diversity.

The effectiveness of leadership and management of the early years provision

There is a very strong emphasis on safeguarding children. The childminder has attended child protection training and has a thorough understanding of her legal duties and responsibilities with regard to child protection issues. Adults living in the home have been fully vetted to ensure they are suitable to be in the presence of

children. The childminder is extremely vigilant about safety issues and has carried out a very detailed risk assessment for both her home and each individual outing. Fire safety equipment is in place. Written fire evacuation procedures are regularly practised with the children, so they become familiar with what to do in the event of an emergency. The childminder teaches children how to keep safe, as she talks to them about road safety on outings and about the consequences of touching or eating very hot foods. The childminder has devised a wide range of effective policies and procedures, which are shared with parents and guide her in her daily practice to promote children's health, safety and welfare. The childminder has worked hard to develop her childminding service. Since the last inspection she has updated her documentation and devised an observation and assessment system for each child. She is keen to attend further training to enhance her knowledge and keep up to date with changing childcare practices.

Children's care and learning is enriched by the childminder's enthusiasm and commitment to her work. Good use is made of space, and children feel very much at home as they freely enjoy playing between the rooms on the ground floor. Children access an excellent range of play resources and toys, of which many are stored at a low level. This allows children to make informed choices about what they want to play with and enables them to become active learners. Children are provided with a lovely range of books and some toys which provide positive images of diversity.

Excellent relationships with parents contribute to inclusion and meeting the needs children very well. Parents' views about their child's needs and interests are actively sought during the settling-in period and on a regular basis throughout their time at the childminder's. They are kept very well informed of their child's day and developmental progress through verbal feedback and daily diaries. Questionnaires completed by parent's show they think very highly of the childminder and the childcare service she provides. Children do not attend other settings at the moment, but the childminder is keen to establish links with other care providers if circumstances change.

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

Children are very happy and content within the childminding environment. The childminder is very patient and is skilled at ensuring each child receives her attention. Conversations, hugs and smiles are frequent, kind, warm and genuine. This makes children feel extremely safe and comfortable in the childminder's care. The childminder interacts very well with the children and spends a lot of time engaging in play with them and supporting them with planned activities. Children cuddle up to the childminder on the settee and thoroughly enjoy having their favourite books read to them. They then delight later in reciting the story, whilst pretending to read the book themselves. Children's interest in books is further enhanced through visits to the library. Their mark-making skills are well developed, as they enjoy using a wide range of drawing materials. Children express themselves creatively through a wide range of mediums, such as paints, dough,

gluing, sticking, drawing, sand and water play. Children especially enjoy painting, sticking and taking part in cooking activities. As the childminder plays with the children, she very successfully incorporates several areas of learning at once, so they are learning all the time they play. For example, children have great fun developing their imaginations, as they set up a food shop with her. The childminder then uses this opportunity to encourage conservation about money, colours and healthy foods. Children very much enjoy celebrating their birthdays with a cake and learn about a range of different cultural festivals. Children take an interest in nature, as they collect conkers in the park, visit fields of lavender and plant seeds, observing the flowers as they grow. Their interests in the wider world are developed through a wonderful range of outings to places such as farms, historic buildings, visiting parks to feed the ducks and squirrels and various children's facilities. Regular outings to toddler groups helps develop children's social skills and further support their development, as activities encompass the six areas of learning.

Children are provided with a wide range of planned topic activities and play opportunities both inside and outside of the home. The childminder makes highly worthwhile observations of children at play. The learning journeys for each child include photographs of them participating in activities and observations of their achievements. This information is used to plan activities to help each individual child move on in their next step of learning and development. These are shared with parents so they are fully aware of the progress their child is making. Children enjoy looking at the photographs and talking about past events and places of interest they have visited. Overall, children develop a very wide range of skills for their future well-being. The childminder provides children with a very positive role model as she talks to them in a pleasant manner. Children behave extremely well because the childminder is attentive to their needs and ensures they are very well occupied and enjoying their play.

Children's health and well-being is extremely well supported. They are cared for and play in a very clean home, in which the childminder gives high priority to hygiene procedures. Each child has their own towel to prevent the risk of cross infection. The childminder has a fully stocked first aid box which holds a current first aid certificate, which ensures that any accidents can be attended to immediately. Parents provide children's meals, which are heated and stored appropriately. The childminder provides a wide range of fresh fruit, which children eat with relish. Children visit fruit and vegetable farms in which they have great fun picking and digging up produce. This helps them learn about where foods come from and develop healthy eating habits from a young age.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----