

Inspection report for early years provision

Unique reference number	EY429580
Inspection date	12/01/2012
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband in a first floor split level apartment in Walton-on-Thames, Surrey. The premises has communal gardens which the childminder visits with the children.

The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than three may be in the early years age range. She is currently minding two children in this age group. She offers care to children aged over five years to 11 years. The childminder's husband is her registered assistant. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children and attends childcare groups, parks and the library 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.

Children are cared for in a safe, secure and very welcoming family home where the childminder knows them well and acknowledges them as unique individuals. As a result, children are settled and enjoy their time with the childminder. Their learning and development needs are met to a good standard and their care and welfare is assured at all times. The childminder works in close partnership with parents to identify and provide for children's individual needs. She has a good understanding of her strengths and areas for future development and there is mostly 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:

- Developing further self-evaluation to identify strengths and priorities for development, in particular the partnerships with parents that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to safeguard children and is aware of the signs that a child may be at risk of harm. This enables her to follow the appropriate procedures, should she ever have concerns about a child in her care.

In addition, all adult household members have completed criminal record checks, which help to promote the children's welfare. The childminder implements a comprehensive range of policies and procedures, which are used to underpin her practice. For example, policies, such as the complaints procedure, illness and injury and the administration of medication. All policies and procedures are shared with parents to ensure they receive up-to-date information about the service on offer. Risk assessments are completed for the home, communal areas and outings, to identify and minimise any potential hazards. Effective use of self-evaluation helps the childminder to identify her strengths and priorities for future development, to improve the quality of her provision for all children. However, systems used for self-evaluation do not fully include the main strengths of partnerships with parents.

The childminder is committed to the children for whom she cares and creates a welcoming home environment where they feel safe and fully included. She helps them to feel secure in her care as they gradually settle in when they first arrive. Children's individual preferences and needs are respected and fostered by the childminder, who has good knowledge of their family and home routines. Toys and resources are displayed to their best advantage to allow children to participate fully. She ensures that all activities are accessible to all the children and adapts activities to meet children's individual needs. As a result, children's independence and choice is promoted. Children play with toys and resources that reflect culture and disability. As a result, they are beginning to develop respect for and insights into cultural diversity.

The childminder develops positive relationships with parents to ensure she knows the culture and background of each child and this contributes to inclusive practice, meeting their needs consistently and providing continuity of care. Parents are kept fully informed of their children's progress through daily discussions. This enables parents to be fully involved and contribute to their children's care and learning. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

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

Children benefit from a welcoming family environment, where good relationships with the childminder and her assistant have been established. As a result, children form positive, secure relationships and strong attachments to adults which help them to feel safe in their care. The childminder has a good understanding of her role in supporting children's learning through play. Planned activities are based upon observations that link to the early learning goals, which provide a focus for the next steps in children's learning.

Children gain a sense of security and familiarity through repeated interaction with the childminder. They happily explore new experiences and demonstrate good levels of interest and involvement. For example, they enjoy exploring cause and effect resources, pushing buttons on musical toys, and giggle when sounds are

made, or lights flash. They build small towers of bricks and clap as they knock them down. They enjoy playing with homemade musical instruments and dance and sway to music being played. Children's interest in listening to stories is fully promoted. They snuggle down with the childminder and show great delight when they recognise familiar objects in the story line. The childminder uses rhyming story books that she knows the children enjoy to engage them further. She makes sure children hear a running commentary, by talking to them about what she is doing or about to do. This ensures children engage in many worthwhile conversations, as they listen and respond to the childminder. The childminder's behaviour management procedure includes positive strategies for managing children's behaviour. Children are acknowledged and praised for their efforts and respected as individuals. For example, as children participate, the childminder smiles, gives them a cuddle and offers lots of praise to acknowledge their contribution. As a result, children's confidence and self-esteem are extremely well fostered.

Children are encouraged to adopt healthy lifestyles, because the childminder promotes healthy eating, drinking and regular exercise. Children are developing independence in their self care and are beginning to have an understanding of aspects of good hygiene, by washing hands routinely after nappy changing, toilet routines, snacks and meals. Children use individual hand cloths to minimise cross-infection, and children's individual routines are respected when they go for their morning and afternoon naps. Children have many opportunities to participate in physical play and enjoy using the climbing apparatus at local parks, soft play centres and local children's centres. They learn to keep themselves safe, as they are reminded to gently throw the ball or move unwanted toys to prevent trips and falls. These positive early experiences provide children with a good start in life to enable them to develop the skills needed 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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