

Inspection report for early years provision

Unique reference number	EY431587
Inspection date	16/01/2012
Inspector	Jane Nelson
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, adult daughter, son-in-law and their children aged five, three, and one year. The family live in Egham, Surrey. The house is close to shops, parks, schools and public transport links. The living room, a playroom, the kitchen diner and toilet on the ground floor and three bedrooms on the first floor of the childminder's home are used for childminding. There is access to an enclosed garden at the rear for outside play. The family has three cats and two rabbits.

The childminder is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight, all of whom may be in the early years age group at any one time. The childminder works with her daughter who is also a registered childminder. When working together they may care for a maximum of four children under eight, all of whom may all be in the early years age group at any one time. The childminder and her co-childminder are also registered to work with an assistant and when doing so, may care for no more than seven children under eight years, all of whom may be in the early years age group at any one time. There are currently nine children in the early years age group on roll, some of whom attend on a part-time basis. The childminder is willing to collect children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children receive affectionate and caring support from the childminder in a welcoming homely environment. Their learning and development is suitably promoted and individual routines are followed, providing security and familiarity. Self-evaluation is in the early stages and shows the childminder's capacity for continued improvement. However, it is not sufficiently developed to target all areas for improvement. This has an impact on the effectiveness of some aspects of planning and the organisation of routines in providing consistency for all children. The childminder builds good relationships with parents, which result in information being shared well. She is in the process of developing partnerships with other settings children attend.

What steps need to be taken to improve provision further?

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

- develop the use of reflective practice and self-evaluation to identify strengths

and priorities for development that will improve the quality of provision for all children

- develop systems to improve communication links between settings so that children's needs are met and there is continuity in their learning
- review the organisation and planning to maintain a consistently stimulating environment that offers a range of activities which will encourage individual children's interest and curiosity, both indoors and outdoors.

The effectiveness of leadership and management of the early years provision

Children are safe because risk assessments identify and address any hazards. The childminder has a sound knowledge of safeguarding issues and has written procedures to share with parents. She is newly registered and just beginning her career in childcare. As a result some aspects of her provision are still in the process of development. Recent improvements demonstrate a commitment to driving continuous improvement. For example, she has introduced the use of 'tracker' books to monitor children's development and is developing systems of working with an assistant. However, self-evaluation and the use of reflective practice is not yet fully developed to identify all areas for development and improvement and consider how these will be achieved. For example, the daily routine and use of space is not always reviewed when different children are present or as their needs change. The childminder provides a welcoming homely environment where space is generally appropriately organised to enable children to play, eat and rest comfortably.

The required records and documentation are maintained and well organised. Observations relating to children's individual development are recorded and creatively illustrated with photographs. These, together with the recently introduced tracker books, monitor children's development appropriately. The childminder provides an appropriate range of play experiences and good selection of play materials. She interacts well with children providing affection, and close reassurance particularly with babies. However at times, the childminder's organisation and planning are not sufficiently flexible to provide different learning opportunities for individual children when appropriate. The childminder makes use of local resources such as soft play centres, parks and playgroups to provide additional play opportunities. Play materials and resources reflect children's background and some sections of the wider community. This helps children to develop a positive attitude to equality and diversity.

The childminder builds good relationships with parents resulting. Information is shared effectively and parents feel reassured. Parents praise the childminder and comment that she works well with her co-childminder and their assistant. Parents are pleased with the service provided and have confidence in the childminder and her co-workers. They acknowledge that their children are happy and enjoy their time in the childminder's home. The childminder is aware of the need to work in partnership and builds links with other settings children attend. However, these are not yet fully developed to provide continuity in children's learning.

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

Children are making sound progress in their learning and development. They are generally content, and settled. Their home routines are followed, particularly with regard to babies, providing reassurance and continuity. Children are beginning to learn early skills to support future learning and show an interest in their friends and surroundings.

Children and babies are secure with the childminder and demonstrate they feel safe in her care. They respond with smiles to her affectionate and caring interaction and are developing a sense of belonging in her home. Children are beginning to form positive relationships, play independently and alongside each other. Overall children behave satisfactorily, older children listen and respond to requests to help tidy away toys after their play and are learning to share and take turns. For example, they enjoy a ring game in a small group, taking turns to choose their friends to join them in the den. Children are beginning to solve simple problems as they build and construct with bricks, building their tower higher and choosing which colour bricks to use. They generally concentrate on their play, persisting with building their tower higher until it is taller than them. Occasionally, some minor disputes occur over the possession of a toy, or when the noise level rises. When disputes do occur, the childminder and her co-childminder manage these appropriately.

Babies respond to the individual attention they receive from the childminder and sit cosily on her lap, cuddling into her, to have their lunch and bottle provided from home. Young children are developing an awareness of appropriate hygiene procedures through practices they see the childminder following. For example, she washes her hands before preparing lunch, and helps to clean their face after lunch. They sit in high chairs to eat their lunch of ham sandwiches, crisps with raw carrot and pieces of cucumber, which most children enjoy. Children have regular opportunities for physical play, for example, in the childminder's garden, regular visits to a soft play centre and walks in the local area.

Children have access to a good range of appropriate play materials and equipment, most of which are stored in a designated playroom. A selection is set out for younger children to make choices from and they enjoy using the musical instruments, joining in with familiar actions songs and making noises with their instruments. Babies' physical development is encouraged as they lie on a floor mat or in the playpen. For example, toys are placed nearby, encouraging them to reach out.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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