

Inspection report for early years provision

Unique reference number	EY431609
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 parents, her husband, and three children, aged five, three and one year. The family live in a house in Egham, Surrey close to shops, parks, schools and public transport links. Accommodation used for childminding includes the living room, playrooms, kitchen-diner and toilet on the ground floor, and three bedrooms on the first floor. 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 one child under eight at any one time. The childminder works with her mother who is also a registered childminder, when working together they may care for a maximum of four children aged under eight at any one time, all of whom may all be in the early years age group. 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 at any one time; all of whom may be in the early years age group. 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.

The childminder promotes children's learning and development appropriately and follows individual routines, providing security and familiarity. Children are cared for in a welcoming home where they receive affectionate and caring support from the childminder. The childminder has not yet sufficiently developed self-evaluation in order to target all areas for ongoing improvement. This has an impact on the effectiveness of some aspects of planning and organisation in providing consistency and routine for all children. The childminder builds good relationships with parents, which result in information being shared well. The childminder is in the process of building links with other settings children attend, although these are not yet fully developed.

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

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

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibilities relating to child protection and the procedures to follow if concerns arise or an allegation is made. The childminder uses risk assessments appropriately to monitor safety and maintains the required records, which are extended to include outings.

The childminder provides a welcoming homely environment where, overall, space is appropriately organised to enable children to play, eat and rest comfortably. The childminder and her co-childminder are newly registered and beginning their career in childcare. As a result, some aspects of their provision are still in the process of development. Recent changes have been implemented, demonstrating a commitment to using self-evaluation and ongoing improvement. For example, introducing the use of tracker books to monitor children's development and developing the system 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 how these will be achieved. For example, reviewing the flexibility of the daily routine and use of space when different children are present or younger children's needs change.

The childminder builds good relationships with parents resulting in information being shared well and parents feeling reassured. The childminder records observations relating to children's individual development and illustrates these creatively with photographs. These, together with the recently introduced 'Tracker' books, are used appropriately to monitor children's development. The childminder shares these and the children's daily diaries with parents., Parents praise the childminder and comment that the childminding team work well together. Parents are pleased with the service provided and have confidence in the childminder and her co-workers. They comment that their children are happy and enjoy their time with the childminder and her children. The childminder is aware of the need to promote working partnerships and has started the process of building links with other settings that children attend, such as the local nursery class. However, these are not yet fully implemented to provide continuity in children's learning.

The childminder and her co-childminder work together in an organised way, with their assistant. They share some roles and take individual responsibility for others, such as, the childminder maintaining most of the records and documentation. The childminder and her co-childminder interact well with children providing affection, and close reassurance, particularly with babies. Although on occasion the childminder and her co childminder's organisation and planning is not sufficiently flexible in monitoring how the environment is used. They do not always provide

different learning opportunities to suit individual children. An appropriate range of play experiences and good selection of play materials are provided that reflect children's background and some sections of the wider community. The childminder makes use of local resources such as soft play centres, parks and playgroups to provide additional play experiences.

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

Children are secure, are generally content, and settled with the childminder. As a result they are making sound progress in their learning and development. Children are beginning to develop skills they will use in the future as they socialise and learn to take turns and share in a small group. For example, they enjoy playing a ring game with the childminder and her assistant, all holding hands and choosing a friend to join them inside the ring. Children behave satisfactorily, and are beginning to gain a sense of belonging in the childminder's home. For example, they work together with their friends, joining in singing familiar songs and nursery rhymes. When minor disputes occur, the childminder manages them appropriately. Children are developing an awareness of their own bodies as they touch their head, shoulder, knees and toes during an action song. They enjoy this activity and speed their actions up with the music. Children are developing early problem solving skills as they build and construct with bricks, carefully building their tower higher and watching it fall down. Older children returning from their morning at nursery spend time using their imagination as they play with a pirate ship. They concentrate on positioning figures carefully on different parts of the ship. Babies are generally secure and settled. They respond to cuddles from the childminder and enjoy looking at a book with her assistant. Familiar routines help babies feel secure and provide continuity of home practices.

Children are developing an awareness of appropriate hygiene procedures through practices they observe as part of the daily routine. Such as, the childminder's co-childminder preparing lunch, washing her hands and reminding them to wash theirs. Younger children sit in high chairs to eat their lunch, consisting of ham sandwiches, crisps, raw carrot and pieces of cucumber, which most children enjoy. Older children returning from their morning at nursery, eat later, sitting at the table. Children have regular physical play, for example, in the childminder's garden, regular visits to a soft play centre and walks in the local area.

Children demonstrate that they feel safe with the childminder and enjoy playing with their friends and the childminder's children. They are beginning to learn routines that will help to keep them safe, such as helping to tidy toys away and pick them up off the floor, at the end of their play.

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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