

Inspection report for early years provision

Unique reference number	EY428032
Inspection date	24/01/2012
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.

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 was registered in 2011. She lives with her partner and two children aged five and 11 years in a house in Egham, Surrey, close to shops, parks, schools and public transport links. The living room, dining room, kitchen and toilet on the ground floor, along with two bedrooms on the first floor, are used for childminding. There are toilets on both floors of the home. There is a fully enclosed garden for outside play and several parks close by.

The childminder is registered by Ofsted on the Early Year Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. The childminder is currently caring for two children in the early years age range. She also offers care to children aged over five years to 11 years. The childminder is willing to collect children from the local school and attends local toddler activity groups regularly with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, homely environment, where their individual needs are used as the focus for the good range of play experiences the childminder provides. Children's learning and development is encouraged well, through close and supportive interaction with the childminder, helping them to feel secure and develop confidence. Good relationships with parents are built from the outset and result in information being shared well. Self-evaluation is used effectively to target most areas for development, and in some cases, how this development will be achieved, demonstrating a good commitment to ongoing improvement. Most requirements are met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and Welfare).

14/02/2012

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

- develop the use of reflective practice and self-evaluation further, to identify strengths and all priorities for development
- review the risk assessment to cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of child protection issues. She is aware of her responsibilities and the procedures to follow if concerns arise, or an allegation is made relating to her. Risk assessments and vigilant supervision are used effectively by the childminder to keep children safe. She maintains the required risk assessment record and has extended this to include some outings. However this has not yet been reviewed following recent minor changes, to include all aspects of the home that children may come into contact with.

The childminder is newly registered and is enjoying her new career. She demonstrates a good commitment to ongoing improvement, for example, through the effective use of self-evaluation and the clear vision she has for her own future development. Most areas for improvement are already being identified, such as enclosing a decking area in the garden so children can use this safely and easily, and obtaining all weather suits so they can play outside in different types of weather. The childminder is planning how she can develop her existing childcare qualification by progressing to a National Vocational level 3 qualification in childcare. The childminder has reviewed her play equipment according to children's individual needs and stages of development. As a result, more equipment to encourage babies' exploration, movement and encourage independent walking has been obtained. However the use of reflective practice and self-evaluation are not yet fully developed, to identify strengths and all priorities for development.

The required records and documentation are maintained and well organised. Most contain the required information. However, an oversight has resulted in written consent not being requested from parents for emergency medical treatment, in the event of this being needed, which is a legal requirement. The childminder's family home is welcoming, with space organised to meet the needs of young children, enabling them to play, eat and rest safely and comfortably. A good range of suitable toys and play materials are provided, and the childminder provides a varied range of play experiences that encourage children's interest and exploration. Children see diversity and the wider world reflected in some play resources they use daily and through activities and events the childminder includes in her planning.

Good relationships are built with parents from the beginning, and result in information being shared well and good communication. Parents comment how happy they are with the childminder and they can already see their children are making progress in their development. Parents comment on how the childminder takes great pride in her work, is keen to try out new things, and advises them on what works best. There are no children currently attending who attend other settings. The childminder is aware of the need to work in partnership with other

settings when and if this occurs.

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

Children's confidence, emotional security and increasing exploration of their environment is encouraged by the childminder's reassuring presence and her gentle interaction. This helps children make good progress in their development and gain a range of skills that they will use in the future. Children's individual routines and practices are followed, helping them feel reassured and providing continuity. Children demonstrate they enjoy being with the childminder; they vocalise, laugh, reach out to her and move their bodies with excitement in response to her. Children are developing an awareness of their own safety, as they move around with care and develop their physical skills. Children show emerging confidence, as they carefully take a few unaided steps and take pride in their achievements, responding with smiles to the childminder. Babies show excitement and make movements with their arms and legs, which are gradually becoming more controlled. For example, they lie under a baby gym frame, reaching out for the toys that dangle above them; they stretch their legs, move their feet and wiggle their toes, touching the frame on the baby gym and generating movement.

Children are happy and involved in their play, which results in them behaving well. They are developing the concept of socialising, sharing and taking turns through meaningful experiences, for example, through playing a simple ball game. The childminder initiates a game with the children, of rolling a ball to each other along the floor. Children copy the childminder and her child, rolling the ball, passing it to each other and feeling the furry texture of the ball. Children excitedly wait for their turn, laughing as the interactive toy ball generates the noise of laughter, as it rolls towards them. Children enjoy a painting activity, exploring different textures and making marks with paint on the paper. They watch the childminder's child paint and copy how they use the brush to make dots on the paper. Children explore the feel of paint on their hands, and the childminder shows them how to press their hand on the paper and leave a mark. As the childminder helps children to wash their hands after this activity, she talks about washing all the paint off, helping children understand the need to make sure their hands are clean. A good range of play materials are provided for children to explore, which reflect their individual stage of development and interests. Children move towards the train track and choose their favourite engines, which they carry around with them. Babies wake from their morning nap and are greeted by older children who are excited to see them awake. They enjoy a cuddle with the childminder before having their bottle, sitting cosily on her lap.

Children enjoy daily outings with the childminder, such as visits to nearby parks and play areas, encouraging their physical development and good health. They are developing an awareness of healthy eating through familiar routines, such as snack and meal times. Children sit safely and comfortably in a booster seat at the adult table, for their packed lunch, which parents provide. The childminder provides fresh fruit, which children enjoy helping themselves to and eating. Babies sit in a

high chair and enjoy their first tastes of pureed food provided by their parents. The childminder sits with the children as they eat, chatting as she feeds babies and encourages older children to develop their independent feeding skills.

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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