

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431244
<b>Inspection date</b>	31/01/2012
<b>Inspector</b>	Jane Nelson
<b>Type of setting</b>	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 registered in 2011. She lives with her husband and three children, aged three, five and nine years. They live in a third-floor flat in a purpose-built block in the borough of Kingston Upon Thames, Surrey. The property is close to shops, parks, schools and public transport links. Access to the home is up three flights of stairs. All areas of the home are used for childminding, except the balcony. There is no access to a garden so alternative arrangements are made for daily outdoor play, such as visits to nearby parks and open spaces. 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 two children under eight years, both of whom may be in the early years age range. The childminder is currently caring for two children in the early years age group. She collects 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 good.

Children are strongly supported by affectionate and supportive interaction with the childminder, helping them to develop confidence and feel secure. Their individual learning and development are encouraged well through planned, age appropriate, play experiences that they enjoy. Self-evaluation is used effectively to identify where most development and improvement is needed and, in some cases, how this will be achieved. Relationships with parents are good and result in information being shared well to effectively meet children's needs. Partnerships with other settings that children attend are well established. The childminder demonstrates good capacity to maintain continuous improvement in outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- review the risk assessment to cover anything with which a child may come into contact.
- develop reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children

## **The effectiveness of leadership and management of the early years provision**

The childminder well understands her responsibilities relating to safeguarding. She knows the procedures to follow if concerns about children's welfare arise or an allegation is made relating to her. She has identified the benefit of attending further training to extend her knowledge in this area. Risk assessments and the childminder's supervision of children are used effectively to monitor most aspects of safety. On occasions, aspects, such as younger children's access to smaller toys are not consistently monitored. The required records relating to risk assessment are maintained and extended to include regular outings. The documentation is well organised.

The childminder is newly registered and is using self-evaluation effectively in most aspects to reflect on what is working well and where development is needed. For example, she identifies her training needs and is planning how to implement these, demonstrating a good commitment to ongoing improvement. Good use is made of local resources, such as the children's centre and other pre school groups. The childminder includes daily visits to these, providing alternative, play opportunities for children and access to both indoor and outdoor play environments. Space in the childminder's home is well organised to meet children's needs. A good range of play resources and materials is provided and attractively set out, encouraging children to investigate, use their imagination and explore.

The childminder has good relationships with parents, which result in information being shared well and children benefitting from continuity of home routines. Parents comment that they are happy with the care provided and with the activities and visits to playgroups that their children enjoy. They also comment that the childminder is reliable, conscientious and efficient. Partnerships with other settings that children attend, such as the nursery class at a local school, are effective. The childminder extends the established relationship she already has with the school through her own children, to include children she is caring for. As a result, the childminder is familiar with themes that children cover at school. She continues some of these at home, such as Chinese New Year and rehearsing songs for the school concert, which she attended.

Diversity and the wider world are reflected positively in toys and resources, such as books, dolls and posters that children see and use daily. The childminder makes good use of resources, including the internet, to develop her understanding and obtain resources. For example, she has recently obtained pictures of dragons relating to Chinese New Year celebrations for children to decorate and colour.

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

Children's individual learning and development are promoted well. They benefit through close and supportive interaction with the childminder and the good range of activities and play experiences she provides. Children enjoy a combination of home-based play and daily visits to pre-school groups. As a result, they participate in local community activities and have opportunities to socialise in a larger group of children. They develop a good range of skills to use in the future, as they play and investigate.

Children behave well, as they are busy and interested in their play and activities. A good range of resources is provided that is well used to encourage them to investigate and explore. Children's individual interests are closely followed. For example, babies love shaking a bell shaker that the childminder has recently bought, after observing their interest in shakers. They feel the shapes of the bells and use small, physical movements to shake the frame, realising their actions are generating sounds. Babies explore a selection of natural materials in a small 'treasure' basket, handling the stainless steel egg cup and feeling a pine cone. They smile, vocalise and wave their arms in excitement as they play. Babies' physical development and independent movement is encouraged well, through planned activities that relate to their individual preferences. For example, they visit a soft play centre where they climb on soft shapes with an incline that provides challenge. Older children thoroughly enjoy a play dough activity to problem solving and learning about different dimensions and shape. They feel, squash, flatten and then divide the dough into halves and then quarters using a safe knife. The childminder provides glitter mixed with flour, which children sprinkle over the dough using small hand movements and pinching their fingers and thumbs together. Older children build and construct towers with bricks. They work together with the childminder's child, discussing who can build the tallest tower, and then decide to join their towers making an 'even bigger one'.

Most aspects of safety are promoted effectively and children demonstrate they feel secure and safe with the childminder. Babies smile, vocalise and crawl to the childminder for a cuddle. Older children chat in a relaxed manner with her as they play. They effectively take responsibility for their own safety. For example, older children happily help, when asked, by sweeping the floor with a dustpan and brush after a play session with dough.

Children show good awareness of what constitutes a healthy lifestyle. They adopt good hygiene practices, such as washing hands before eating and are reminded to do so after using the toilet. Babies see the childminder and older children following these routines and have their faces and hands cleaned with wet wipes after lunch. Parents currently provide children's food. Children sit comfortably with the childminder and her child, eating their healthy lunch and chatting about their morning. Children have good opportunities for exercise and fresh air during daily walks to and from school. They enjoy daily, physical play at parks or outdoor areas

at children's groups that they visit with the childminder.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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