

Inspection report for early years provision

Unique reference number	EY350200
Inspection date	21/02/2012
Inspector	Judith Reed
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 registered in 2007. She lives with her husband and two children aged five and one year in a residential area of Knaphill in Surrey. The home is within walking distance of local amenities. The ground floor of the property is used for childminding, with toilet and sleep facilities provided upstairs. The family has two cats and a rabbit. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of three children under the age of eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, happy and well occupied in the childminder's care. They make good progress in their learning, as the childminder is fully aware of their individual needs and she supports their ongoing development. Overall, children are adequately safeguarded; however, the register is not always fully up to date and this is a breach of requirements. The childminder is a reflective practitioner who evaluates her own practice. She identifies some aspects of her provision to develop and her commitment to ongoing training provides a secure basis for her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children
looked after on the premises, including their hours of
attendance. (Documentation) 12/03/2012

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

- update and improve observation records to ensure children's next steps are fully up to date and shared with parents.

The effectiveness of leadership and management of the early years provision

The childminder ensures the children are safeguarded, as she is familiar with procedures and has completed training in this area. She shares her clearly written policies with the parents. All adults living in the home have completed the required checks. Full and careful risk assessments are in place for the home, garden and for many different outings. The childminder uses her daily diary as a register of attendance, but does not rigorously complete this with times of arrival and departure recorded each day, and therefore children may be at risk in an emergency situation. Parents complete contracts and contact information documentation, as well as the required permission forms.

The childminder builds positive, professional, relationships with parents. They communicate through daily diaries, as well as verbal feedback. Parents complete evaluation sheets and also provide written information regarding the childminding provision. They state that they feel the childminder is trustworthy, reliable and dedicated. She has a good rapport with the children and provides stimulating activities. Children are comfortable with the childminder and the environment is very suitable. The childminder gathers information from parents when the children commence and this helps to set starting points for their learning journey. She also meets with parents regularly to discuss development and enable them to view the individual learning journals. Parents particularly appreciate the effective use of photographs in the records. The childminder is prepared to work with other agencies to support children's individual needs when required. She will build relationships with other early years providers when necessary.

The childminder evaluates her childminding provision and makes frequent ongoing improvements. She works closely with other local childminders and an advisor to continue her development. Further training is planned to ensure continuous development of the childcare provision.

The childminder knows the children very well and supports their individual development effectively. She is very well aware of their individual needs and routines and makes every effort to meet their needs, therefore narrowing any achievement gap. The childminder promotes the understanding of difference through introducing information and activities linked to other cultures and nationalities. For example, children benefit from being part of a conversation about living in France and tasting food from that country. They also dress up in outfits from other nations and visit various places of worship. The learning environment and resources are available to all children. A dedicated playroom is provided and children help themselves to toys from very clearly labelled storage boxes. The childminder carefully considers the resources and planned activities she provides to allow both boys and girls to achieve their goals.

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

Children enjoy their time with the childminder, as she provides a choice of activities and resources which are appropriate to their age and stage of development. The childminder plays with the children and talks to them to support their communication, language and literacy development. Children are aware that the childminder is interested in them and their activities, which effectively supports their personal, social and emotional development. For example, children join in exploring the play food and empty the box onto the floor. The childminder invites children to make her a cup of tea and asks if they can find a spoon to stir her tea. Children pass her a tea spoon and the childminder thanks them. She encourages the children to explore the range of foods and they name the items they find, such as strawberries, cheese, carrots, bread and ice cream. They notice there are two scoops of ice cream and one has some pink decoration on it. The childminder also encourages the children to pretend to wash some lettuce in the play kitchen, supporting their knowledge and understanding. Children are active learners and have regular opportunities to play in the garden. Clear records of development are in place and illustrated with photographs. However, some records are not fully up to date and therefore appropriate next steps are not shared with parents. The childminder plans different topics and follows children's interests to extend their learning. Children gain valuable skills for their future lives and take on some responsibilities as appropriate to their age. They support one another and work as a team when sharing musical instruments around the group. Children's interest in the wider world is encouraged. The childminder reads to children and helps them to learn how books work, therefore effectively supporting their literacy development.

Children feel safe and are safe as they talk about the house rules and understand why they are in place. The childminder acts as a good role model and sets appropriate boundaries for the children. She talks to children about keeping safe when out and about, including crossing roads and stranger danger. Children take part in fire evacuation drills and learn to keep themselves safe in an emergency. Registers are not fully completed to ensure all present are safely evacuated. Children can confide in adults and demonstrate that they feel safe by being familiar with the routine and the childminder. They behave very well. Children want to join in activities and share toys. They begin to understand their own needs and those of others. They attend groups outside the home, which encourages them to socialise and make friends. Children respond well to the expectations of the childminder and cooperate with each other. They learn good manners and receive lots of praise and encouragement from the childminder.

Children's good health and well-being is promoted to a high level. Steps to prevent the spread of infection include providing individual flannels and hand towels for each child. The childminder follows appropriate hygiene procedures when changing nappies and keeps the changing mat clean with antibacterial spray. Children are active and know the benefits of physical activity, because the childminder talks to them about the benefits of exercise and fresh air. The children bring their own packed lunches and sit together to eat these at a low table. Their individual

drinking cups are available at all times. The childminder invites the children to make choices, such as having fruit or yogurts. Children choose to have some grapes, which the childminder washes and puts into their individual bowls.

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	3
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
--	---

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----