

Inspection report for early years provision

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Inspection date	05/03/2012
Inspector	Helen Penticost
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 registered in 2007. She lives with her husband and family in a residential area of Tadworth, Surrey. The whole of the home is used for childminding. Children have access to a lounge and kitchen/dining area on the ground floor. A first floor bathroom and bedroom are also used. There is an enclosed garden available for outdoor play. Schools, toddler groups, the park and shops are close by. The family has a cat.

The childminder is registered to care for a maximum of five children at any one time. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group who attend on a part-time basis and she also offers care to older children. The childminder collects children from local schools and regularly attends pre-school groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual learning and development are encouraged well through planned, age appropriate, play experiences that they enjoy. Most of the required documentation to safeguard children is in place. However, permission for emergency treatment is not in place for all children, and currently they do not practise fire drills. The childminder fully fosters partnerships with parents and relationships with others providing early years education are in their infancy. The childminder demonstrates good capacity to maintain continuous improvement in outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that written parental permission is available for all children for the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare) 31/03/2012

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

- improve a regular two-way flow of information, knowledge and expertise between practitioners, to help support and extend children's next steps in their learning and development
- maintain a record of evacuation drills in the fire log book, which includes

details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder clearly understands the required action to take if concerns are raised about children's welfare or well-being. She is very aware of her responsibility to help protect children from harm. The childminder regularly assesses potential risks indoors and outside the setting to keep children safe. She has a good range of policies and procedures pertinent to the efficient operation and management of the setting. The childminder is fully aware of the required documentation; however, written parental permission for emergency treatment for one child was not available at the time of the inspection. Necessary fire equipment is in place to protect children in the event of a fire, however, fire evacuation is not practised with the children and therefore the childminder does not maintain a fire evacuation log.

Space in the childminder's home is well organised to meet children's needs. Attractively set out resources and play materials for children encourage them to investigate, use their imaginations and explore. The childminder promotes equality and diversity well. Regular attendance at local groups and trips within their local community mean children begin to understand and respect people's similarities and differences. The childminder promotes an inclusive setting; she welcomes all children equally, enabling them to make progress in their learning and development whilst in her care.

The childminder is aware of her strengths and areas for development. Since the last inspection, she has continued to attend training to increase her knowledge and she has evaluated areas of her business. These factors demonstrate a good capacity for driving and embedding continuous improvement. The childminder is aware of the advice, support and guidance that can be used to support her in the care of children with special educational needs and/or disabilities and English as an additional language. Systems to support children that attend other early years settings are not yet fully established to ensure continuity in children's learning. Information is shared with parents through good verbal communication and with the use of a daily diary. This means that they are fully aware of what their children have enjoyed taking part in along with information about their care.

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

Children make good progress within the Early Years Foundation Stage and benefit greatly from the childminder's enthusiasm and support. The childminder demonstrates a sound understanding of each child's developmental stages and how she plans for their individual next steps. When planning experiences to help children take the next steps in their learning, she successfully integrates her knowledge of their abilities and play preferences. Children are confident and good

communicators. They clearly express their needs and they are confident in their interactions with the childminder. She encourages language development by talking and encouraging them to listen to each other. Books are freely available and children thoroughly enjoy looking at their favourite stories as they snuggle on the childminder's lap.

The effective promotion of children's creative skills enables children to develop flair and good levels of imagination. Children access many opportunities to explore, share their thoughts and feelings, through a variety of art and craft activities, music and role play. For example, they bake cakes, take part in singing sessions and undertake simple experiments. Children problem solve when they complete simple puzzles, piece together the wooden train set and work out how to connect the magnetic trains. Children operate information technology and programmable toys with confidence which develops their skills for the future. They press buttons on the mobile phone and are rewarded with flashing lights and musical sounds.

Young children respond well to the calm and caring approach of the childminder. She gently supports and encourages them as they play and she gives high levels of praise and encouragement helping to increase confidence. As a result, behaviour is good and children develop high levels of self-esteem. Children move freely and confidently around the childminder's home and they help themselves to toys and resources and initiate their own play. This demonstrates a strong sense of belonging in a setting where they feel safe and secure. Children show good awareness of their own personal safety as they use climbing apparatus such as a climbing wall with confidence and are learning to make informed decisions about what they think is safe to try.

Children show good awareness of what constitutes a healthy lifestyle. They adopt good hygiene practices, such as after using the toilet. Children sit comfortably with the childminder eating their healthy snack and chatting about their morning. They have good opportunities for exercise and fresh air during daily walks to and from school. Children enjoy daily, physical play at parks or outdoor areas at children's groups that they visit with the childminder. Appropriate action is taken if a child becomes unwell and the childminder can respond to accidents appropriately as she holds a current first aid certificate.

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
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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	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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