

Inspection report for early years provision

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Inspection date	28/03/2012
Inspector	Teresa Elkington
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 registered in 1990. She lives with her husband and adult son in Egham, Surrey. The whole of the home is used for childminding purposes and there is a secure garden for outdoor play. The childminder lives within walking distance of shops, parks and pre-schools.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight years; of these, three may be in the early years age range. She is currently minding four children in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The caring childminder respects and values children's individuality and supports their care and overall developmental progress very well. She takes effective steps to promote the children's safety and well-being. The childminder's practice is well supported by the highly positive relationships with parents and other early years professionals. The childminder has a positive attitude towards developing her practice. She takes rigorous steps to identify and improve the quality of the service she offers, demonstrating a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- support children's increasing independence in selecting and carrying out activities by organising resources to enable freedom of choice, for example providing pictures of resources that are not visible to them

The effectiveness of leadership and management of the early years provision

The childminder has a thorough understanding of safety issues, which enables her to safeguard children effectively. She has a secure understanding of her legal duties and responsibilities relating to child protection issues. The childminder has procedures that help her to respond appropriately if she has any concerns. She undertakes risk assessments for all aspects of her service, which provide a valuable aid in identifying potential risks within the immediate environment and beyond. The childminder implements good procedures to protect children from the spread of infection and takes necessary steps to promote their good health. She manages children's records well, and files and stores this appropriately to maintain confidentiality.

The childminder is proactive in developing her provision and driving improvement through reflective practice. She values ongoing training in order to extend her knowledge and professional development. She has a strong awareness of her strengths and weaknesses, which enables her to prioritise her targets for further development. This promotes positive outcomes for children. Space is organised effectively to allow children to move freely and explore their learning environment. Children use a varied range of resources, some of which are easily accessible in low-level open top boxes, which are placed on the floor. However, the childminder also stores resources where children are not able to select independently and therefore, they are unable to select freely from the full range that is available. The childminder provides a good range of resources for children to use in their creative play, including painting. Daily routines are flexible and focussed around children's individual needs with time for rest and quiet play as well as fresh air and exercise.

The childminder promotes equality and diversity effectively within her practice. Every child is valued as an individual. The childminder works hard to plan appropriate activities and play experiences to nurture and develop each child's individual growing needs. The childminder ensures that children appreciate diversity and develop a positive view their own traditions and the wider world through a range of resources and activities.

Children benefit from the highly effective partnerships that are forged with parents and other early years professionals. Policies and procedures are readily available to parents. These provide a clear and valuable insight of the expectations of the service and the roles and responsibilities of both the childminder and the parents. The childminder maintains effective communication links with parents through discussion, written exchanges and access to individual learning journals. This sharing of information enables parents to fully embrace the benefits of becoming full participants in their children's care and learning. The childminder has well established methods of communication with others who are involved with the children in her care; which enables their welfare needs alongside their learning needs receive equal priority.

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

The childminder demonstrates a loving and caring nature with the children she cares for and, as a result, close, secure relationships have developed. The childminder actively encourages children to lead their own play, which she supports well as she plays alongside them, making suggestions and encouraging new learning experiences. This allows children to follow their natural interests, which impacts positively on their play and enjoyment. They settle easily for naps and are familiar with routines, such as snack times. The childminder makes relevant observations and assessments of children's progress, making good links to the six areas of learning. This leads to children making strong progress in their learning and development.

Children enjoy a variety of activities that contribute to all areas of their learning and promote skills for their future. The childminder supports children's communication skills well. She actively provides a running commentary during the children's play, helping to promote their early use of sounds and words. Children have access to a range of books, which are supportive of their ages and stages of development. Young children enjoy using books that make sounds and that contain a range of textures for them to explore, enabling them to respond to what they hear and touch. Interactive toys provide countless opportunities for children to develop their early use of technological equipment, as they show delight in pressing buttons and pulling levers. Mathematical concepts and problem solving skills are encouraged through the use of practical activities and everyday routines. For example, the childminder encourages recognition of colours when putting building blocks away and as children use a range of insert puzzles. Activities encourage children's development and use of their imaginations from an early age.

Children's develop good social attributes as they enjoy the company of others their own age away from the home environment; for example, through regular visits to local childminder groups and mother and toddler groups. Clear boundaries help children to understand the importance of acceptable behaviour from an early age, which the childminder promotes through her calm approach. They receive ongoing praise and encouragement in all that they do, which develops their self-esteem.

The importance of adopting healthy lifestyles receives good emphasis. Children enjoy a wealth of physical play activities both within and away from the home. Children develop their awareness of the importance of good hand washing routines from an early age through following established good hygiene routines. The childminder consults with parents to meet children's dietary needs and plan meals. Children develop good awareness for their own safety as the childminder uses fun ways to raise their understanding of the importance of keeping safe. For example, she makes a game when encouraging children to tidy away their resources to prevent play space from becoming overly cluttered.

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	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

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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