

Inspection report for early years provision

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Inspection date	02/04/2012
Inspector	Catherine Greenwood
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 2011. She lives with her husband and two children aged four and seven years, in Tadworth, Surrey. The home is situated within walking distance of local shops, a mainline railway station and Epsom Downs. The whole of the ground floor is used for childminding. This includes a playroom with direct access to a garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to work with an assistant. When working alone, she may care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant, she may care for a maximum of six children under eight years at any one time, of whom no more than six may be in the early years age range. There are currently five children on roll in the early years age range, two of whom attend full-time. The provision operates from Monday to Friday, for most of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very attentive to children and meets their individual needs well. Her caring, positive and respectful approach, combined with her good communication with children and parents, are key strengths of the provision. The childminder has a good knowledge of each child's abilities. Children make good progress as the childminder effectively supports and extends their learning and development in most aspects of the areas of learning. However, she has not fully developed links with other providers to help promote continuity of care and education. The childminder shows a good capacity to maintain continuous improvement to outcomes for children through effective ongoing reflection of her practices.

What steps need to be taken to improve provision further?

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

- strengthen the two-way flow of relevant information with other providers in order to help extend and support children's learning and development in a coherent way
- increase the range of positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She has a very clear understanding of her responsibility to protect the welfare of children. The childminder uses comprehensive risk assessments to help maintain children's safety. These include risk assessments for all outings and daily checks of the premises. The childminder takes effective action to reduce hazards. For example, she places mats outside the kitchen door so that children remain safe when moving freely between the indoor and outdoor play area.

The childminder thoughtfully reflects on the quality of her provision and effectively identifies areas for development. For example, her current plan is to introduce a secure website that enables the childminder and parents to share observations and assessments of children's developmental progress at any time. The childminder has developed very positive links with other childminders. She actively seeks and implements their ideas. This helps her to make positive improvements to the provision.

The childminder provides children with a loving, nurturing and welcoming environment. Overall, there is a good variety of play equipment in the dedicated playroom to support children's learning. However, the childminder does not have a very extensive range of resources to help her promote children's awareness and understanding of diversity. She organises the resources well and this enables her to successfully promote children's independence and enthusiasm. In addition, the childminder makes good use of the garden and kitchen for play activities.

The childminder works satisfactorily in partnership with teachers at the local school. However, she has not yet taken steps to promote coherence in children's learning by sharing information with other early years provision that children have started to attend. The childminder establishes good relationships with parents and they consistently share information about children's individual needs. They work well together to promote continuity in children's care and learning. The childminder reassures new parents by sending them photographs during the day to show that the children are happy. Consequently, parents feel confident to leave their children in her care.

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

Children make good progress in relation to their developmental starting points. The childminder successfully uses observation and her good knowledge of children's individual needs to assess children's development. This enables her to plan a wide range of activities that effectively promote their learning. Children are very well behaved and cooperative. They form very close relationships with the childminder, who consistently provides them with reassurance. Children show they feel safe and secure. They form friendships and develop good levels of independence as they choose their own resources. The childminder is very affectionate with the children. She gives them cuddles as they sit together on the garden swing.

Children make good progress in the skills they need for their future learning. They confidently explore and investigate the containers full of pegs, which they tip onto the ground and transfer into a toy cooker. Children develop a good range of vocabulary as they copy words and use sentences when feeding the ducks and rolling out the dough. The childminder promotes their language development well by interacting effectively with them as they play and read stories. Children learn about colour and number as, with the childminder's support, they build and knock down towers of cotton reels. They use their senses well as they explore the sand and modelling dough. Children develop good creative skills as they use musical instruments, sing, draw, make pancakes and create interesting collages.

Children develop a good understanding of safety issues. On outings, they learn how to cross the road safely. The childminder reinforces children's understanding of safety as she encourages children to stay away from hazards such as the steps leading to the stage at a toddler group. Children develop a good awareness of what constitutes a healthy lifestyle. They enjoy a good variety of activities where they explore the outdoor environment. All children are fully included because the childminder has a good knowledge of their individual physical abilities. She provides additional support when needed, for example, when children use the garden slide. Children enjoy sociable mealtimes where they eat healthy home cooked food. They like to try different fruit and vegetables, such as, mango and cucumber. The childminder provides plenty of stewed fruit and jelly with fruit, for children who do not like the texture of fresh fruit. The childminder promotes children's health well. For example, she uses effective nappy changing procedures to prevent the risk of cross infection.

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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