

Inspection report for early years provision

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Inspection date	29/02/2012
Inspector	Michele Beasley
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 has been registered since 2007. She lives with her husband and their two children in Brockham in Surrey. The property is close to local schools and amenities. The ground floor and master bedroom are used for childminding. There is an enclosed garden available for outside play. The family has a cat.

The childminder is registered to provide care for a maximum of four children at any one time, of whom no more than two which may be in the early years age range. She currently has two children on roll who attend part-time and are in the early years age range. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She has a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a caring environment where they are all included. They make good progress in their learning and development and enjoy a varied range of activities. Overall, the childminder takes positive steps to keep them safe and secure. She evaluates her practice as a positive way of recognising areas for future improvement. This maintains continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- help children learn about staying safe by carrying out fire evacuation drills and recording these in a fire log book, making a note of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection procedures and knows how to make referrals. She has obtained written parental permission to take children on outings and to seek emergency medical advice or treatment for children. This ensures children are treated without delay in an emergency. The childminder keeps an ongoing record of risk assessments for her home and for all outings she attends with the children. This ensures all hazards are promptly identified and minimised. An emergency evacuation plan is in place for the home. However, fire drills are not carried out and recorded in a fire log book. As a result children may not know what to do in an emergency.

The childminder evaluates her practice as a positive way of recognising areas to improve on. She is keen to attend training to help her maintain continuous improvement and is booked on a safeguarding workshop to update her knowledge in this area. She has completed the recommendations raised at her last inspection. For example, she has enhanced her provision so that children gain a better awareness of diversity and people's differences.

.The childminder provides a good range of toys and equipment that supports children's play and learning. She prompts regular changes in activities and involves children in choosing what to get out next. Toys are stored at low level so that children can access them independently. This helps them develop confidence in making decisions, and encourages them to further develop their own ideas and learning as they play. The childminder offers an inclusive environment providing resources which reflect other cultures, festivals and non-stereotypical roles to promote an understanding of the world we live in. She has a good understanding of each child's background and individual needs which helps her to narrow any identified gaps in their achievements.

The childminder has positive partnerships with parents. She provides clear information to them through her written policies and procedures. She seeks information from them about their children's starting points and individual needs. She communicates with parents every day using daily dairy sheets and discussion. Parents contribute to their children's learning journeys which involves them fully in their learning. The childminder does not currently care for children who attend other early years settings. However, she is aware of the importance of promoting a shared approach to children's care and learning.

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

The childminder shows a good understanding of the Early Years Foundation Stage learning and development requirements. This helps her provide appropriate activities and resources that meet children's needs and promote all areas of learning. She makes effective observations of children's progress and uses these to identify their next steps. She makes sure that planning is flexible to take account of children's learning needs, interests and unexpected learning opportunities.

Babies are very settled and enjoy the involvement of the childminder in their activities. They know how to attract her prompt attention with gestures and sounds. The childminder shows she values their interaction by promptly responding to them. This helps build their confidence and self-esteem. They participate well during activities, such as reaching out for toys that are placed just out of reach. They are busily engaged in play at all times, both with the childminder's support and independently. With encouragement, they are helped to pull themselves up to a standing position whilst the childminder holds their hands. They smile with delight when given rattles and teething toys to explore with their mouth. The childminder aids children's curiosity by playing a 'peek a boo' game where she hides her face behind her hands then uncovers herself again.

Children behave well in response to the childminder's extremely calm disposition. She demonstrates and promotes clear and consistent boundaries. Children learn about keeping themselves safe by looking to the childminder for reassurance when being picked up and holding onto her hands while standing on her lap.

Children's health is promoted well. For example, the childminder wears disposable gloves while changing nappies. She washes her hands and those of the children at appropriate times. This promotes understanding of good hand hygiene routines. Children's interest in healthy food is promoted well. Finger food tasting sessions for babies encourage the children to try a wider range of foods. Children go on frequent outings. These help them develop awareness of their local community. They go to a local children's centre, a childminding group and the park. This promotes their social and physical skills.

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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