

Inspection report for early years provision

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Inspection date	15/05/2012
Inspector	Janet Thouless
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 school age child in West Molesey, Surrey. The premises are located close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is 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 care for a maximum of three children under eight years at any one time, of these no more than three may be in the early years age range. She is currently caring for two children in the early years age group. She also offers care to children aged over five years to 11 years.

The childminder takes and collects children from the local school and playgroups and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a calm, caring and very welcoming home environment, where children feel safe and secure in her care. Children progress well overall, in all areas of learning, and their individual needs are well met. The childminder has established positive partnerships with parents and other professionals, which provide consistency of care and learning for children. The documentation required for the well-being of the children and the smooth running of the setting are in place. The childminder has an accurate understanding of her service and demonstrates a good 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:

- develop further the current system for observation and assessment to ensure that children's next steps are used in leading future planning

The effectiveness of leadership and management of the early years provision

A full, comprehensive range of policies and procedures underpin the efficient operation and management of the setting. The childminder has effective systems in place to safeguard children. She is fully aware of how to proceed if she has concerns about a child in her care. She is vigilant in ensuring that the environment

is safe for the children at all times. She keeps a record of risk assessments carried out on her home, garden and regular outings undertaken. As a result, children are confident to explore and learn in a safe and secure indoor and outdoor environment. All required records and consent forms are in place to meet the individual needs of all children. The childminder has attended a first aid course which helps her to provide appropriate care in the event of an accident. The childminder is aware of her strengths and areas for future development as a result of reflecting on her practice. This demonstrates she has a good capacity to maintain continuous improvements.

The home is well maintained and organised effectively, enabling children to play, and eat comfortably. The good quality resources are easily accessible to children from the low-level storage units within the lounge and conservatory. This enables children to make independent choices in their play and learning. The routines are flexible, taking into account the needs of all children, and providing opportunities for both indoor and outdoor activities. The childminder promotes equality and diversity, recognising each child as an individual with a particular set of needs. Children learn about the world around them as the childminder introduces them to other cultures, traditions and special events. The number of resources on offer clearly promotes positive images of diversity.

The childminder has developed positive relationships with parents. Through daily discussions, regular meetings and the use of a daily diary, parents are kept fully informed about their child's day. They receive a computer disc, which contains children's observations, activities and photographs. This enables parents to be fully involved and contribute to their children's record of achievements. Parents are asked to complete questionnaires; letters of commendation demonstrate they are extremely happy with the care and learning on offer. For example, they comment that 'my children greatly enjoy the musical activities' and 'childminder provides an interesting and stimulating range of activities, a home from home environment'. The childminder has established good partnerships with others. She liaises with key persons at nursery regarding children's individual learning needs and provides activities that support and compliment these.

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

Children have developed warm and caring relationships with the childminder who devotes her time to supporting them in their play. As a result, children form positive relationships and strong attachments to the childminder, which help them to feel safe and secure in her care. The childminder is developing a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework. She undertakes clear observations of children at play that cover the six areas of learning. However, these observations are not fully used to plan the next steps in children's learning.

Children's behaviour is good. They demonstrate a developing understanding of the house rules and expected behaviour that is based on safety and respect. Their sense of belonging is fully enhanced. For example, samples of their work are displayed, creating a bright environment and instilling a sense of pride into each child and showing that their contributions are fully valued. Children each have a

soft toy, such as a unicorn or lion they can cuddle when feeling a little sad. This enables the childminder to identify and talk to them about their feelings. Children respond well to the calm and caring approach of the childminder.

Children's personal, social and emotional development is successfully supported. They access a wide range of first-hand learning experiences. They develop good levels of independence as they initiate their own play experiences and select their resources. They show absolute delight when singing favourite songs accompanied by the childminder on piano. They enthusiastically join in and are beginning to recognise how to sing different tunes. Children's love of books and stories is enhanced as the childminder brings stories to life. For example, she uses extra resources, such as puppets, alongside the book to tell the story. In addition, cosy areas with cushions, soft toys and a light have been created where children can rest quietly or look at books if they wish. Children are very keen to communicate with the childminder and use language well to start conversations to express their thoughts and ideas. There is a good range of resources available for children to make their own pictures, experiment with craft materials and be creative. For example, they happily glue colourful tissues on to their fish, confidently naming each colour. The childminder displays colourful flags, which initiates many conversations around colour. The childminder is sensitive to children's needs and offers help and guidance as children play.

Children are developing a good understanding of healthy lifestyles. They know to wash their hands before and after eating, selecting their own individual hand towels. They sit at the table and enjoy healthy snacks, such as fruit, breadsticks and water. They make regular trips to the park where they enjoy the challenge and physical exercise. They take play equipment with them but also enjoy the use of playground equipment, such as swings, climbing frames and slides. Children are supported well in learning how to keep themselves safe. For example, the childminder places red triangle warning symbols around the home, which helps children develop an awareness of potential dangers. These positive early years' experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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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