

## Inspection report for early years provision

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<b>Unique reference number</b>	EY391800
<b>Inspection date</b>	23/05/2012
<b>Inspector</b>	Lindsay Farenden
<b>Type of setting</b>	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 2009. She lives in a house with her husband and two children in Sutton, Surrey. The home is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and the conservatory is a designated playroom. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two may be in the early years age group. She is currently minding two children in the early years age group on a part-time basis. The childminder is also registered to provide overnight care for one child under eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children greatly benefit from a childminder who meets their individual needs and provides a welcoming environment, where they feel very happy and settled. As a result of having a wide range of stimulating activities and outings, children make good progress in their learning and development. The childminder values the uniqueness of each child and provides an inclusive service overall. Her partnership with parents is a key strength and this enables excellent continuity of care for children. Careful thought is put into reflecting on the childminding provision through effective self-evaluation. The childminder constantly strives to improve the outcomes for children in her care.

## **What steps need to be taken to improve provision further?**

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

- develop further opportunities for children to learn more about different cultural festivals and celebrations, to help them gain awareness of others in the community.

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates a strong commitment to safeguarding children. She regularly updates her knowledge through safeguarding training. She has a thorough understanding of her legal duties and responsibilities concerning child protection issues. The childminder carries out a thorough risk assessment of her

home and for each outing. She takes action to help ensure any potential hazards are inaccessible to children. For example, safety gates are in place to prevent children's access to the stairs and safety catches are on all cupboards containing hazards to children. The childminder uses her policies and procedures effectively to promote the welfare and safety of the children. The childminder has a very well stocked first aid box and holds a current first aid certificate. This ensures her knowledge of treating minor injuries is up to date and she can deal with any accidents in a prompt manner.

The childminder organises her day well and the children's care is enriched by her dedication to them when they are present. The childminder is a qualified nursery nurse. Her professional approach to childminding shows in the commitment to continually improve her practice. She makes effective use of self-evaluation to identify her strengths and areas for development. She also attends regular training to extend her knowledge and skills.

One room is set up as a dedicated playroom in which there is a wide range of toys and resources. Children's independence is encouraged very well, as they make choices about what they want to play with. Toys and resources are regularly rotated, so children remain interested in their play and positively build on their natural curiosity as learners. The childminder is proactive in ensuring children access a good range of toys and a lovely range of books, which promote diversity. Children have some opportunities to learn about different cultural festivals, though the range of experiences is rather narrow.

Excellent relationships with parents contribute very well to inclusion and to meeting children's needs. Parents contribute their views about their children's needs and interests during the settling-in period and then on a regular basis. Parents learn about their child's progress through verbal feedback, daily diaries and the sharing of children's learning journals. The childminder has developed a very detailed portfolio, for parents, about her provision. Feedback from parents, at the time of the inspection, demonstrates that they think extremely highly of the childminder and how their children thoroughly enjoy attending the provision. The childminder uses information from other provisions children attend effectively to further enhance and consolidate their learning in her care.

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

Children are very safe and content as they share warm and trusting relationships with the childminder. The childminder constantly helps children learn about keeping themselves safe, by making them aware of potential hazards around them. The childminder clearly enjoys her role and this shows in the good interaction between her and the children. She is very caring towards the children and spends time engaging in their play. Children use their imaginations very well through first hand experiences, as they pretend to prepare their rucksacks for outings and take dolls for a walk. They develop their problem solving skills, as they enjoy doing puzzles with the childminder's help. Books are easily accessible to children and they get a lot of pleasure from looking at them on their own and with the childminder. The childminder talks to the children about what they are doing and this encourages conversations between them and builds up their confidence.

and vocabulary. Children express themselves creatively through a wide range of activities, such as painting, drawing and making cakes. Children have fun learning about the natural world, as they grow tomatoes in the garden and fly kites in the wind. They become aware of caring for the environment from a young age, as they help the childminder put things in the recycling and compost bins. Children's knowledge and interests in the wider world develops well through a broad range of outings. For example, they visit farms, garden centres, toddler groups and the library.

The childminder often uses open-ended questions, which encourages children's thinking. They respond well to her help and suggestions. The childminder observes and records children's achievements and uses these effectively to plan experiences to help individual children in their next step of learning. This ensures children reach their full potential in relation to their starting points. Children develop a good range of skills for their future well-being. Children behave very well because the childminder is very attentive to their needs and because they are constantly engaged in purposeful play. The childminder is a good role model to children because she talks to them in a very kind and gentle manner. She offers lots of praise to develop their confidence and self-esteem.

Children are developing an excellent awareness of what constitutes a healthy lifestyle. They receive lots of fresh air, as most of the time they are able to move freely between the garden and the inside. Playing in the well-equipped garden is a superb source of activity for the children. They have great fun using the trampoline, digging in the large sand pit, riding wheeled toys and playing in the very well resourced playhouse. Children's physical development is further supplemented with visits to parks and soft play centres. Children learn a tremendous amount about healthy eating through growing vegetables and enjoying snacks of fruit. Children recognise their own needs as they easily access drinking water themselves. The childminder gives extremely high priority to hygiene procedures to protect children's health. Children learn the importance of hand washing and use paper towels to prevent the risk of 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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