

Inspection report for early years provision

Unique reference number	507181
Inspection date	29/05/2012
Inspector	Sandra Jeffrey

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 1995. She lives with her husband in Hooley, Surrey. The whole of the ground floor of the childminder's house is used for childminding and includes a dedicated playroom. There is also a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years, of these, not more than three may be in the early years age range. There is currently one child in the early years age range on roll. The childminder also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcome environment and effectively meets the needs of the children, helping them to make good progress in their learning and development. She recognises each child's individuality, ensuring that inclusive practice is successful and works earnestly to establish and maintain good partnerships with parents and others involved in the care of the children. The childminder organises her provision very well in the main. She reflects on her practice and successfully recognises her strengths and areas for development, resulting in a setting that responds to all users' needs.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of all risk assessments, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 12/06/2012
- obtain prior written permission for each and every medicine from parents before any medication is given. (Promoting good health) 12/06/2012

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

- keep records of evacuation drills detailing any problems encountered and how they were resolved in a fire log book.

The effectiveness of leadership and management of the early years provision

Good systems are in place to help safeguard children and promote their welfare. The childminder shows a clear understanding of the procedures to follow if she has concerns regarding children's welfare and keeps all relevant documents easily accessible. She is also booked on a safeguarding course later in the summer, to enable her to further extend her knowledge and understanding. In addition, the childminder takes positive steps to ensure her home is safe and implements a range of policies and procedures to promote children's good health and safety. For example, she conducts regular risk assessments and completes daily safety checks. However, written risk assessment records are not maintained as is required, which is a breach in the requirements of the Early Years Foundation Stage framework. Effective risk assessments are carried out before embarking on outings with the children, which helps promote the children's safety when out and about.

Children are able to move freely around the well maintained home, as a result of the good organisation of the setting. For example, safety gates prevent children's access to the kitchen and the stairs to the first floor. Additionally, the stable door from the playroom to the garden enables children to benefit from the cool breeze when it is too hot to play outside during the hottest part of the day. Children evidently feel secure in the setting and have good relationships with the childminder, who responds to them with affection and is attentive to their needs. Young children show they feel at ease in the care they receive, as they approach the childminder for cuddles and seek her reassurance in the presence of someone new in the setting. The cosy and quaint playroom is decorated with a vast array of old fashioned toys and artefacts, that the childminder collects, in addition to the very well maintained range of toys and play materials that children play with. This creates a unique and inviting environment for the children to play and relax within. Generally suitable fire safety precautions are in place, including the presence of smoke alarms and a fire blanket. An emergency evacuation plan is in place and practised weekly with the children, supporting their understanding of what to do should there be a real emergency. The childminder does not maintain records of these drills however. This reduces the effectiveness of the evaluation of these drills.

The childminder works closely with parents and other professionals, to meet the children's individual needs and share information effectively. She keeps parents very well informed about their children's progress, keeping them informed throughout the day using various methods of electronic communication, including messages, photographs and videos. This enables parents to view up-to-date snapshots of their children's achievements and experiences. Equality and diversity are promoted effectively as the childminder has a good range of toys and books available that promote positive images of all people in the community. The childminder helps children learn about cultures and beliefs through well planned, themed activities relating to a variety of festivals and celebrations.

The childminder knows the children exceptionally well and has evidently formed close bonds with them and their families. She has experience of caring for children

with special educational needs and disabilities, being instrumental in helping to identify such needs and installing effective systems in relation to supporting a child previously cared for. The childminder recognises the importance of self-evaluation and is proactive in keeping herself up to date with topical current affairs. She is committed to meeting the needs of the children in her care and demonstrates a strong aspiration for continuous improvement in the service she provides.

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

Children benefit from a stimulating learning environment with posters and child sized furniture and equipment, creating a bright and child friendly atmosphere in the playroom. Additionally the very well maintained, 'beach' themed patio area, complete with pebbles, sand box and summer house, alongside the grassed section of the garden, also creates a unique playing space. The extensive range of resources that reflect all areas of learning, are well organised, enabling children to make choices in what they select and therefore develop their independence. Toys and equipment are of good quality and are suitable for their age and abilities of the children attending.

Children are offered a good balance of learning opportunities as the childminder plans a suitable range of activities both in and outside of the home, including joining up with other childminders for activities and outings to children's groups, the local farm and other places of interest. This supports the development of children's social skills as they learn to share and take turns with others. Children are very well supported by the childminder, who provides high levels of interaction and engages children purposefully in play. She shows a clear understanding of children's abilities and constantly extends their learning by offering activities that are stimulating and challenging. She encourages younger children who are on the verge of taking their first steps with praise and support as they practice their balancing skills and build their confidence and self-esteem, for instance.

The childminder demonstrates that she has good systems in place to effectively support children's progress through use of observations and assessments, informing the ongoing planning of children's individual next steps. Children enjoy listening to music and respond immediately as the childminder sings familiar rhymes to them, laughing with joy and joining in with the actions. They develop their awareness of technology as they use a range of electronic toys that make sounds and they make connections as they press the buttons to make things move. Children's early language and problem solving and numeracy skills are very well supported by the use of clear speech and repetition by the childminder and counting of everyday objects, such as when playing with the stacking pots and shape sorters. Younger children babble contentedly in response, demonstrating a good understanding of the familiar routine, as they respond to instructions and suggestions the childminder makes. Overall, the childminder is successful in providing good opportunities for children to enjoy and achieve and to develop their skills for the future. Her effective planning means that children are purposefully

engaged in activities and experiences that fully promotes their learning and development.

Children are encouraged to practice good hygiene procedures, including washing their hands as necessary. They have individual colour coded towels to dry their hands on to reduce the risk of cross infection. The childminder has an up-to-date first aid certificate and an easily accessible first aid box. She keeps relevant documentation that promotes children's health and wellbeing in the main including written consent from parents to seek medical advice or treatment for children in an emergency. The childminder is aware of the need to obtain parental permission before the administration of medication. However, the system for obtaining written parental permission for each individual medication, as is required, is not fully effective as the 'blanket' consent form currently used does not specify individual medication. Children are supported in their development of a healthy lifestyle as the childminder ensures their nutritional needs are met appropriately, in close partnership with parents. Their individual dietary needs are known and respected by the childminder who provides a varied and well balanced diet including lots of fruit and vegetable. She is equally happy to accommodate parents' who wish to provide their own food for their children, offering a flexible and inclusive approach. Children also benefit from regular trips to local parks and fields, where they can exercise and play in the fresh air as part of a healthy lifestyle.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met