

## Inspection report for early years provision

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<b>Unique reference number</b>	EY438598
<b>Inspection date</b>	12/06/2012
<b>Inspector</b>	Linda Close
<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 2011. She lives with her partner in a house located in Lower Kingswood in Surrey. Childminding takes place on the ground floor of the house which includes a lounge, a dining room and a kitchen. Toilet and bathroom facilities are on the first floor and children go upstairs to sleep in cots. There is an enclosed garden for outdoor 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 six children under eight years, three of these may be in the early years age group and two of these may be under one year at any one time. There are currently five children on roll aged between nine months and seven years and four of these are in the early years age group. Some children attend part time and some full time. The childminder regularly takes children to play groups, the library and other children's amenities.

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

Overall the quality of the provision is good.

Children are settled, happy and secure in the care of the childminder and they are making good overall progress in their learning. The childminder evaluates her service to children informally but effectively in most respects. She has established a good system of information sharing with parents and the adults work well in partnership to help ensure that children's care needs are met. The childminder is eager to provide a good standard of care for children and consistently reviews her documentation. She seeks advice and guidance from her support network and identifies useful training, which shows that she has the capacity to secure continuous improvement.

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

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

- plan an environment that is rich in signs, symbols, notices, numbers and words that take into account children's different interests and understanding
- develop further the system of noting children's achievements and planning the next steps in their learning.

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

The childminder shows a good understanding of safeguarding issues. She has carefully risk assessed her home and her travel arrangements and she takes worthwhile steps to keep children safe, including the installation of safety gates and secure storage of cleaning materials. The childminder shares a relevant policy

and procedure with parents so that they know about her responsibilities in relation to child protection. She knows what signs or symptoms can indicate that children's welfare is compromised and she has contact details to hand for relevant agencies if she should need to report concerns.

The childminder shows that she has a positive attitude to driving improvement in her work with children. She has undertaken an informal but generally worthwhile self-evaluation exercise which includes a recent review and clarification of her contract documents. She liaises effectively with an experienced childminder who is her mentor. She consults her about practical matters and their discussions also help her to identify her training needs. She plans to attend a course to learn about imminent changes in the Early Years Foundation Stage framework.

Parents work with the childminder successfully to settle the children. Their ongoing discussions help the childminder to match children's home routines. The childminder maintains a useful daily diary for each child which she gives to parents. Her diary notes include important details about food and sleep as well as notes about outings and activities. Parents state that 'it is so much better for them returning to work when they know that their child is well cared for'.

The childminder has current first aid training so she can care for children appropriately if there is a need. She keeps records of accidents and the treatment given. She has written authorisation to give children any medications provided by parents and for non prescription pain relief when required. The childminder is very sensitive to the needs of each child in her care. She recognises, and promptly meets, their individual need for rest and she accommodates their food preferences. She expresses her willingness to take advice and guidance from specialists and therapists if there is a need in the future although she has not been called upon to do this as yet. The childminder plans to share her observations of the children with other providers if children attend other settings.

Children have easy access to a good range of toys, books and resources. The childminder helps children to become accustomed to meeting diverse people through taking them out to play with other children at various venues. The children join in with worthwhile activities linked to a range of cultural celebrations including Jubilee fun and Olympic related events. The childminder finds out about children's individual cultural backgrounds and she plans to weave related activities into her future planning.

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

The children are calm and happy in their play. They cheerfully accept cuddles from the childminder and they snuggle up on her lap to share stories. They show in their happy smiles and relaxed body language that they feel safe in her care. The childminder keeps children safe by taking steps which include safely strapping them in their high chairs and buggies to avoid unnecessary accidents and using suitable travel seats in her car to transport children safely.

The childminder actively promotes children's learning about how to lead a healthy lifestyle. She frequently checks children's nappies to make sure they are clean, dry and comfortable. She has adopted a hygienic routine for nappy changes which include wearing disposable gloves which she replaces after changing each child. She washes her own hands and children's hands before meals are served to help them to learn about good personal hygiene from an early age. The childminder provides healthy meals for children and she encourages them to take sips of water at regular intervals for their good health.

Children show self confidence and a growing sense of independence in their play. They are all very mobile and they eagerly explore their toys and their surroundings. All of the children manage to feed themselves with the minimum of support from the childminder. The children enjoy playing beside one another and the childminder encourages them to take turns with favourite toys and be kind to one another. She is vigilant and she immediately provides distraction if the youngest children want a particular toy at the same time. She praises older children for being helpful and tidying up their toys which raises their self esteem.

Children see a small number of words in their play environment but most are displayed above their head height. They select books and look at them on their own or with the childminder. All of the children know how to turn the pages and they gaze at the pictures and listen attentively to what the childminder is saying. The children are beginning to make a whole range of vocal sounds in response to the childminder who talks to them all the time. She comments on their play to help them to learn relevant words. Older toddlers are gaining more clarity in their speech and they can make their needs and feelings known.

Children see numbers on some of their toys and in some of their books but few are displayed around the play area. The childminder helps them to understand what numbers mean in discussions over play. Children are also learning colour words and the names of animals. The children have a very good selection of battery operated toys and they explore them eagerly. These include a remote controlled toy and several books that make sounds when buttons are pressed. The childminder provides suitable resources, activities and learning experiences to help children develop good skills for future learning.

The childminder makes good use of local children's amenities to broaden children's knowledge and understanding of the wider world. Their trips include play dates with other childminders, visits to the local library for rhyme time and visits to play groups where they enjoy messy play and experience larger group activities. The childminder has only started minding in recent months and consequently her system of observing children, noting their achievements and planning for progress is worthwhile but at an early stage. She shares children's learning records with their parents so that they can contribute their thoughts and support their children's learning at home.

## 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	2

### The quality of the provision in the Early Years Foundation Stage

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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	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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