

Inspection report for early years provision

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Inspection date	21/06/2012
Inspector	Rebecca Khabbazi
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 registered in 2012. He lives with his wife and three children in a three bedroom house in a residential area of Walton-upon-Thames, Surrey. The downstairs of the home is used for childminding and the garden is available for outdoor play. The childminder works with his wife, who is also a registered childminder. The family keep chickens and rabbits as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working on his own, he may care for six children under eight years at any one time, of whom three can be in the early years age range. When working with his wife, they may care for a total of 10 children under eight years at any one time, of whom five may be in the early years age group. There are currently eight children on roll, of these six are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming and inclusive environment, where children are safe and well cared for. The good relationship with parents helps ensure the childminder knows children well and their individual needs are met. The partnerships with other settings children attend are not yet as fully developed. Children make good progress in their learning given their age, ability and starting points. The childminder shows a clear commitment to continual improvement..He regularly monitors and evaluates the service he provides, in order to identify priorities for future development.

What steps need to be taken to improve provision further?

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

- extend systems for sharing information with other early years settings children attend, to further promote consistency in learning and care.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has a clear understanding of his responsibilities towards the children in his care and the steps to take if worried about a child. All the relevant documentation for promoting children's health, safety and wellbeing is in place. The childminder conducts careful risk assessments of the home and appropriate precautions, such as safety gates, are in place. The childminder's home is well organised and child-centred.

The childminder makes good use of resources to create an interesting learning environment. Children have space to play in the well equipped playroom. They can easily access a wide variety of good quality play materials that are suitable for their age and needs. The childminder effectively promotes equality and diversity. Children learn to value diversity, for example, while finding out about different cultures and beliefs.

The childminder works closely with parents to gain a thorough understanding of each child's background and needs. Parents provide detailed information before children start, including photos of family members that are displayed in the playroom. The childminder plans the day around children's individual routines. He adapts care where needed so that all children's needs are met well. Parents are kept well informed through daily discussion. They have access to a comprehensive range of written information, including policies and procedures. The childminder has a positive relationship with staff at other early years settings children attend, such as preschools. They share general information on a daily basis; however, systems for sharing assessments of children's progress are not yet fully in place, to further promote consistency in learning,.

The childminder shows a strong commitment to continual development. He reviews his practice in conjunction with his co-childminder, taking well targeted steps to improve; for example, extending systems for making observations and assessments of children and attending local courses to further develop his knowledge and skills.

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

Children have a good relationship with the childminder, who is warm and attentive to their needs. They settle quickly and grow in independence, confidently moving around the playroom and choosing their own toys and play materials. Young children develop a strong bond with the childminder and benefit from familiar routines that help them feel secure. Older children learn to keep safe; for example, the childminder talks to them about road safety while walking to school and they take part in regular fire drills. Children develop a good understanding of healthy lifestyles. They adopt simple good hygiene routines, such as, washing their hands before eating or after playing in the garden. The childminder follows careful procedures for changing nappies by using a mat and wearing gloves, which helps reduce the risk of cross-contamination. Children benefit from varied home cooked meals that take into account their nutritional needs; for example, freshly baked muffins and sliced grapes with their lunch. Children play outside every day, practising their physical skills on the climbing frame or enjoying a visit to a nearby park to run around in the fresh air.

Children take part in a wide variety of activities and experiences that help them make good progress in all areas of learning. The childminder gets to know children well. He uses his observations of their achievements to plan activities that build on their interests and skills. Children's early communication skills are fostered when

they cuddle up to share a book or listen to familiar nursery rhymes and songs. Children solve simple problems when counting out how many objects they can find hidden in the sand or finding the correct piece for their puzzle. They learn useful skills for the future while using the computer to complete simple programmes or pushing the buttons on an electronic toy. Children learn about the world around them; for example, they help grow strawberries in the garden and collect eggs from the chickens. Children express their creativity when dressing up, making footprints in paint or dancing in time to music. Children benefit from a balanced routine based around their needs, They are well occupied and stimulated throughout the day.

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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