

Inspection report for early years provision

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| Unique reference number | EY442861 |
| Inspection date | 02/08/2012 |
| Inspector | Ann Moss |
| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 was registered in 2012. She lives with husband and her two children aged three years and one year in Oxted, Surrey close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. There is a garden for outdoor play.

The childminder is registered to care for a maximum of four children aged under eight years at any one time; no more than one of which may be in the early years age range. The childminder currently has two children on roll in the early years age range. She also offers care to older children aged up to 11 years. The childminder is registered on the Early Years Register and on 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.

The children are settled and happy in the care of the childminder. All families are made to feel welcome and the childminder recognises the uniqueness of each child enabling her to promote their welfare and learning successfully. As a result, children make good progress in most aspects of their learning and development. The childminder routinely reflects on her practice to improve outcomes for children and demonstrates a strong capacity to maintain continuous improvements to her already good quality service.

What steps need to be taken to improve provision further?

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

- expand opportunities for children's independent and guided exploration of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape space and form in two and three dimensions.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of high importance to the childminder. She has attended child protection awareness training and has written a comprehensive safeguarding policy and procedure, which is in line with local Safeguarding Children Board Procedures. This is shared with parents. Thorough risk assessments of the premises and outings help to identify and minimise any potential risk to children. This enables children to explore safely indoors and in the garden and that

all furniture, equipment and toys are safe and suitable. Children are becoming aware of their own safety and by practising the emergency evacuation procedure, understand what to do in an emergency.

Clear systems are in place for the recording of any accidents, incidents or medicine administered. Consent have been given by parents to enable the childminder, if necessary, to seek emergency medical advice or treatment for children. A first aid kit is always available and the childminder's up-to-date knowledge of first aid helps to ensure children receive prompt attention if an accident does occur.

The childminder ensures all furniture, equipment and resources are clean, of a high quality and support children's learning and development. Storage systems are at a low level enabling the younger children to independently select the toys they wish to play with. The childminder has identified which area of learning each particular toy or activity could promote, helping her to plan a balanced curriculum when she sets toys out before children arrive. She also changes them frequently to sustain their interest. Children are developing an appreciation of diversity by playing with good quality resources and books and by taking part in the activities and outings the childminder has planned. Children are encouraged to recycle and use items for more than one purpose. For example, they fill and decorate plastic bottles to make musical instruments. The childminder gathers from parents a good knowledge of each child's backgrounds and individual needs. She uses this information to settle a child and to help to ensure all families feel very welcome. In return, parents receive good quality information about the Early Years Foundation Stage along with a set of well written policies and procedures which cover all areas of the childminder's service and underpin her good practice. The childminder engages well with parents. She recognises that children need continuity to feel safe and respects that a parent's role is important to their child's well-being. Inclusive systems of communication result in good levels of engagement where both parties can share valuable information about the children through their learning journals and face to face. Parents comment on their peace of mind as they leave their child in the childminder's care. A well written policy also ensures parents are made aware of the complaints procedure should they have any concerns. There are currently no children on roll who attend other early years settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with other settings if the need arises. The childminder is highly organised with all the required documentation in place and stored in a confidential manner. She demonstrates a good capacity to maintain her high standards as she reflects and reviews on her own practice, involving parents in the process. The childminder is committed to continually improving outcomes for children by attending training courses. The childminder is enthusiastic and sets herself high standards which are embedded across all areas of her practice. She strives to provide high quality care and education in order that all children are settled, feel safe and can achieve their full potential.

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

The childminder carefully considers children's home routines and uses information gained about their care and welfare requirements to plan some initial activities to help them settle. As a result, children form close and caring relationships and are becoming confident and sociable with other adults and children of a similar age. The childminder clearly shows how her written observations of the children and photographs of them during play are linked to the different areas of learning. Referring to the Practice Guidance for the Early Years Foundation Stage the childminder monitors children's individual progress toward the early learning goals and plans for their next steps in learning and development. The childminder recognises that all children develop at varying rates and provides resources, activities and outings, based on their interests. The childminder invites parents to look at their child's individual learning journey at any time to discuss their child's progress and contribute to future planning. As a result, children thoroughly enjoy their time with the childminder and are making good progress, in relation to their starting points, in their learning and development.

Children gain a good understanding of risk through the activities that encourage them to explore their environment. They develop their creativity and self-help skills because the childminder provides them with interesting things to reach and investigate, that stimulate their interests. Although, the exploration of media and materials, such as paint, gloop (corn-flour and water), dough and bubbles are available to lesser extent. The childminder interacts very well with younger children as she spends time in playful interactions that encourage their vocalisations. They enjoy listening to soft background music while others sing-along to the nursery rhyme tapes and experiment with different sounds and rhythms as they play a selection of musical instruments. Younger children enjoy a cuddle with the childminder as she reads their favourite stories. She supports children in learning their colours, shapes, numbers and letters by using every day objects, resources she has made herself and the electronic toys. The childminder is skilled in using her tone of voice, along with distraction and redirection, and the consistent house rules help children to learn about boundaries and to feel safe. Young children are learning good negotiation and cooperation skills as they take turns playing with dolls and pushing them in the buggy. The childminder recognises that play with similar aged children is important to children's development so they visit local groups and the local park during the week. Fresh bedding is provided and sleeping children are closely monitored. Stringent nappy changing routines are followed and children are gaining an understanding of the importance of good personal hygiene through the daily routines. The childminder shows a good understanding of benefits of healthy eating and obtains information about children's individual dietary requirements. Younger children's behaviour shows that they feel secure during the bottle feeding as they cuddle into the childminder's arms. Mealtimes are a social occasion where children learn good table manners and make healthy choices from the varied and balanced range of nutritious meals and snacks. Children are aware of their own needs and help themselves to drinks when thirsty.

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

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| 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

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| 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 | 3 |
| 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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| 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

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| 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

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| 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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