

Inspection report for early years provision

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Inspection date	08/12/2010
Inspector	Jacqueline Walter
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 was registered in 1999. She lives with her husband and two children aged 14 and 12 years of age. They live in Chessington, in Surrey and are close to shops, parks and transportation links. With exception of the lounge, the rest of the ground floor rooms and upstairs bedroom of the childminder's house is used for childminding. There is an enclosed rear garden for outdoor play. The childminder has a cat and two rabbits as family pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects and takes children to local pre-schools and schools and is a member of the Kingston Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and enjoy their learning. Good knowledge of each child's needs, good quality interaction and an effectively organised learning environment ensures that the childminder promotes most aspects of children's learning well. Assessment and planning systems are effective overall and provide a wide range of stimulating experiences. The childminder acknowledges the children's interests and individual learning needs, thereby ensuring that children make good progress, given their age, ability and starting points. However, the system at present is not fully up to date in identifying at what age and stage all the children have reached. Children's health and safety is promoted well. Partnerships with parents are good and partnerships with other agencies, particularly with other settings that children attend are outstanding; making sure that the care and learning needs of all children are successfully and rigorously met. The childminder demonstrates a strong commitment for improvement and the self-evaluation systems used and actions taken, demonstrate a good commitment to ensuring continual improvement in the setting.

What steps need to be taken to improve provision further?

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

- develop further the systems to evaluate the provision, with particular attention to evaluating the assessment and planning systems and keeping them up to date

- provide further experiences for children to develop their understanding of the diversity of the wider world, with particular regard to disabilities, religion and culture.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children well. She has a full awareness of signs and symptoms of abuse and is confident in knowing the procedures to follow when concerns are raised with children and with adults. The childminder is robust in ensuring the suitability of all adults looking after children or having unsupervised access to them. For example, Criminal Records Bureau checks are completed on everyone over 16 years and all the required documentation is maintained, held confidentially and made easily accessible. For example, children's records of attendance are completed and then signed by the parents. She provides an effectively organised learning environment that is child-friendly and promotes independence well. For example, space and resources are organised safely allowing children to independently choose different resources and the work space where they wish to play.

The partnership with parents is good overall. Information on the setting and the children's development is shared effectively. For example, individual 'Magic Moment' files, individual learning plans and a daily diary is regularly shared with parents. These include information on children's activities, their care and learning needs as well as achievements that are celebrated. In addition to this, parents receive copies of all the policies and procedures, which they then sign to acknowledge their understanding. The partnership with other agencies to promote children's care is outstanding. The childminder has regular term meetings with nursery staff to thoroughly share their notes on the assessment and progress of individual children. She then uses this information to effectively further plan and promote their development. In addition to this, the childminder works effectively with other childminders to improve and promote creative learning. For example, she welcomes and implements ideas for art and craft activities that other childminders have suggested. Although no children in the early years age range who have special educational needs and or disabilities are currently being cared for, the childminder demonstrates through discussion an appropriate understanding of inclusion. She ensures all children are valued and their individual needs are effectively met. For example, she has learnt key words and phrases and borrowed a language book from a parent to help and value a child who has English as an additional language.

The childminder demonstrates a strong commitment to evaluating and improving the quality of her setting. She has successfully addressed the previous recommendation made by Ofsted and as a result the promotion of children's health has effectively improved. She welcomes and has implemented advice from the local authority development worker, which in turn has successfully improved the children's overall learning and care and has continued to qualify in a recognised Quality Assurance Scheme to maintain and improve her provision. In addition to this, she has recently completed the Ofsted self-evaluation form and has both

identified and worked upon weaknesses. As a result, children's development in number, colour and letter recognition has improved. The childminder has also evaluated her learning skills and as a result has completed quite a few additional training courses, which have in turn successfully improved children's skills. For example, she has completed courses in Sounds and Letters and Observations, and Assessment and Planning. As a result, she maintains continuous improvement.

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

The childminder provides a child friendly and welcoming environment. She values and respects children and as a result plans and provides activities that encourage them to develop confidence and good relationships. For example, children that lack confidence to make friends are successfully encouraged to take part in social activities. For example, by regularly attending a mother and toddler club. The children's safety is promoted well within the setting. Daily safety checks are completed, visitors' identification is checked before entry and all positive steps are taken to reduce hazards both inside and outside the premises. For example, stair gates are fitted when required and a fence has been securely fitted, which denies children access to the pond. Children have good opportunities to learn about keeping themselves safe. For example, the childminder sensitively discusses stranger danger with the older children and all children practise crossing the road safely and take part in regular emergency evacuation drills. All aspects of children health are promoted well. Parents have access to a written sickness policy, which includes details of infectious conditions as well as the exclusion periods required. In addition to this, good procedures are in place to promote hygiene for children. For example, children are encouraged to participate in everyday good routines, such as washing their hands before their meals, and furniture and resources are regularly wiped down. Children are active and are developing a good understanding overall of healthy living. Younger children are able to watch the childminder as she prepares their meals hygienically; they have access to the garden on a regular basis and enjoy regular opportunities to grow and sample the fruit and vegetables they grow. They also accompany the childminder when buying fresh food and are able to independently access their drinks from their own drinking cups, which are placed on a table within their sight and reach. Children are effectively encouraged to develop habits and behaviour appropriate to good learners. The childminder implements good consistent strategies. For example, they are able to use an egg timer, which allows them to develop their understanding of sharing the resources. In addition to this, they receive lots of praise from the childminder for both effort and achievement. As a result, children behave well and are learning to share and develop good positive relationships with others.

The childminder has a warm and caring relationship with children and supports and extend their learning well. She plans and provides a wide selection of stimulating resources and activities that meet individual learning needs in almost all areas of learning. For example, children enjoy making helicopters as part of a junk modelling activity, they go for walks in the woods and enjoy playing with a

toy cooker and lots of plastic utensils and food. The childminder knows the children well. She is aware of their interests and uses this to effectively encourage and support their learning. For example, when young children show a love of shapes and puzzles, she quickly obtains new equipment specifically for them, such as shape sorters. Young children's communication, language and literacy skills are effectively encouraged by her sharing books in a fun and exciting way. She names the animals, mimics the sounds they make and uses lots of open-ended questions. For example, asking where the ball is or what is the character she is pointing to, and then introduces the words, sounding out initial letters and repeating these several times. As a result, children genuinely enjoy and are motivated in their activities. They also focus on their activities for quite a while and begin to imitate the sounds they hear. Children are able to develop good knowledge and understanding of the world through first hand experiences, such as visiting the local farm and zoo. However, there are only a few opportunities to become aware of some aspects of diversity, such as different cultures, religion and disabilities. Information from observation and assessment is used well overall and ensure children achieve as much as they can in relation to their starting points and capabilities. For example, the childminder finds out starting points of children effectively through gathering information from parents and completing 'All about me' booklets during their initial meetings. She then conducts regular written observations detailing what children understand or what they are doing, and then identifies their next steps for development. This information is then used to effectively plan activities to support their individual learning. However, her assessment system is not fully up to date in identifying the stage of development for some children and this, therefore, limits opportunities for parents to be aware of this information.

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	1
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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