

Inspection report for early years provision

Unique reference number	131990
Inspection date	20/02/2012
Inspector	Jill Steer
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 1998. She lives with her husband and children aged 16 and nine years in New Malden, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. She has two pet cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged up to 11 years.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and their families are warmly welcomed into a friendly, child-orientated environment. The childminder works hard to meet all children's needs and promotes most aspects of their safety and welfare well. The childminder establishes effective partnerships with other settings children attend and parents, and shares most information confidentially. Self-evaluation is in place to effectively identify and bring about relevant improvements to the provision. The childminder maintains ongoing improvement and sustains the good quality of the care she provides to all children.

What steps need to be taken to improve provision further?

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

- organise children's records so that they support privacy and confidentiality when shared
- update understanding of implementing the safeguarding children policy and procedure.

The effectiveness of leadership and management of the early years provision

The childminder conducts daily checks of her home before the children arrive so she knows it is safe for the children. She completes regular risk assessments and records these. This helps her identify and reduce any hazards in the house or garden, or any of the places they visit on outings. The childminder's understanding

of child protection issues helps safeguards them. However, she is unclear about the reporting process for the protection of children. The childminder regularly practices evacuating her house in an emergency so she is able to identify any potential problems and children are familiar with the procedure. She is an experienced childminder who keeps up to date with current childcare practice and updates her knowledge by attending courses, for example, first aid, food hygiene and letters and sounds. The childminder reflects on her practice by completing a self-evaluation form, which enables her to identify her strengths and areas for improvement.

Good relationships exist between the childminder and the parents and they share information about the care of the children each day. The childminder is happy to consider parents' preferences about what their children should play with, and aims to be as flexible as possible. Parents complete 'All about me' forms to help the childminder find out about their individual needs and stages of development and they agree how to manage each child's behaviour for consistency. No children currently receive support from other professionals or attend other settings. However, the childminder is aware of the importance of developing partnerships with others to fully support the children. A good selection of resources is available that children freely access independently to make their own choices of activities. The childminder is aware of each child as an individual and, through the resources and outings, raises children's awareness of the diverse society in which they live. She introduces children to growing some foods, they look at where things come from and how they are made, walk whenever they can and recycle things. This helps them contribute to sustainability.

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

Children share most of their games and activities with the childminder. The childminder becomes totally involved so she can support and challenge the children, who welcome her participation. They invite her to join them on the floor, pretending to have a nap and plan their imaginary outing. The childminder encourages children in their game of getting on a train. They remember to buy a ticket, work out where to stand, remember to hold on and when to get off. They then walk to the next room, which becomes their destination until they head home again. The childminder's contribution challenges children's thinking and introduces many different aspects of learning, such as problem solving and safety. She is skilful at asking questions to encourage their thinking and role models taking turns and negotiating. These games strengthen the close and trusting relationships they have together and children clearly value the fun of the learning experience. The childminder records children's milestones so she can plan for their next steps using observations and photographs. However, the childminder does not always use individual development books for the children, so privacy and confidentiality cannot be maintained when sharing these records with parents. Planning reflects children's interests and what they enjoy doing, so they are motivated to learn. Outings and outdoor play are included in the planning and children spend time outdoors every day, sometimes just studying their surroundings. For example, they

watch how a spider weaves its web on their way home from school. Through these activities and support, children make good progress in their learning and development and develop skills for the future.

The outings provide opportunities for children to think about keeping themselves safe. They know to stop talking when they get to roads so they can listen for cars as well as look before they cross. Sometimes they go to the allotment to dig up vegetables they have helped to grow and then taste them as part of fresh, home cooked meals. These experiences help children learn about, lead and enjoy the benefits of a healthy lifestyle. Children behave very well as the childminder sets out boundaries and gives clear explanations about the consequences of their actions. For example, she reminds them what they can play with and what they cannot, as some things belong to adults. This helps them to learn respect for other people and to be kind to each other. The childminder constantly praises the children and they show good levels of confidence and self-esteem. Some resources are available that introduce children to how things work and modern technology, such as play telephones and cause-and-effect toys. They develop good awareness of their local community and the wider world through the many books they enjoy, celebrating festivals and general discussions. For example, when they see children in wheelchairs they talk about why this might be, so developing understanding and compassion.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----