

Inspection report for early years provision

Unique reference number	EY260679
Inspection date	27/03/2012
Inspector	Sandra Jeffrey
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 was registered in 2003. She lives with her husband and three children aged 19, 14 and 13 years old. The family lives in a three bedroom house in a residential area of Selsdon, in Surrey. The downstairs of the house is the main area used for childminding. Part of the garden is available for outdoor play. The family has three pet cats.

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; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently three children in the early years age range on roll. The childminder also cares for older children and is a member of a Croydon childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a relaxed and welcome environment and meets children's welfare and learning needs well. As a result, they are making good progress in their learning and development. The childminder recognises each child's individuality, ensuring that inclusive practice is successfully implemented. The childminder is enthusiastic. She works earnestly to establish and maintain good partnerships with parents and others involved in the care of the children. The childminder organises her provision well in the main. She reflects on her practice and is able to recognise her strengths and areas for improvement; resulting in a setting that is responsive to all users' needs.

What steps need to be taken to improve provision further?

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

- consider additional ways to further develop children's opportunities to choose toys and resources, therefore, increasing their independence and development.

The effectiveness of leadership and management of the early years provision

The childminder is able to protect children because she has good knowledge and understanding of safeguarding issues. She is aware of procedures to follow if she has any concerns about children in her care. The childminder ensures that parents

are made aware of her roll and responsibilities in relation to child protection, through effective written policies and procedures.

Children's safety is further promoted because the childminder implements efficient risk assessments; both in the home and when out with the children. The childminder keeps monthly written records of these risk assessments, enabling her to review and evaluate them effectively. In addition, monthly emergency evacuation drills are practised and the childminder tests the smoke alarms on a weekly basis. These efficient precautions all help to promote the children's safety and well-being.

The childminder provides a clean, bright and child-centred environment. Children independently select from a substantial variety of very well maintained resources that support their play and learning extremely well. The addition of written labels on the unit containing these resources was discussed; as a way to further increase children's independence and selection skills.

Children evidently feel at ease in the setting. They respond extremely well to the attention and affection they receive from the childminder; helping them to feel safe and secure. For example, they respond to the comfort and reassurance the childminder provides in the presence of someone new in the setting; and snuggle up to the childminder to enjoy a story. The childminder enthusiastically dedicates her time to the children, getting down to their level and happily engaging with them. This is in order to fully enhance their learning experiences, as they play with the building blocks for example.

The childminder is fully committed to inclusion and values diversity and respects differences; which she reflects in all aspects of her service. Children have access to a meaningful range of activities and resources that reflect different cultures, religions and abilities. Activities include celebrating various different festivals and special days throughout the year. Children also learn through taking part in relevant arts and crafts activities; such as making Chinese lanterns for Chinese New Year celebrations. These considerations promote a positive view of the wider world and increase children's understanding of diversity and difference.

Partnerships with parents are good and ensure each child's individual needs are appropriately met. The childminder keeps parents well informed of all aspects of the setting through her effective feedback. For example, they receive written and verbal communication and regular photographs of their children enjoying various activities and events. Effective systems to promote partnerships with other professionals involved in the care of the children are also in place.

The childminder evaluates her service and reflects on areas for improvement; taking into account feedback from parents and children's questionnaires. She effectively uses this information to help improve outcomes for children; as evidenced in the parents' questionnaires. A selection of these was available during the inspection, confirming that parents are very happy with the service the childminder provides.

The childminder understands the value of ongoing training in order to continuously

improve the service that she provides for the children. She is committed to the continual development of her knowledge and skills within the soon to be updated Early Years Foundation Stage framework.

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

Children develop close relationships with the childminder. She is responsive to their individual needs and ensures that she promotes their welfare. She knows the children well and devotes her time to them to enhance their sense of well-being and emotional stability.

Children take part in a good variety of activities and experiences, both in and outside of the home. This supports their development and effectively occupies and stimulates them. As a result, children enjoy their time at the childminder's home and are achieving well.

The childminder is aware of younger children's limited attention spans and expertly adapts the routine to ensure she fully supports their needs. For example, the childminder affords toddlers acquiring new walking skills, with excellent support and opportunities to practise their dexterity and gain confidence. They use the walking aids around the home and respond to the childminder's encouragement.

Children develop good skills for the future. They use battery operated toys and participate in activities that involve problem solving. For example, using the self-service checkout at the local supermarket and completing age appropriate jigsaw puzzles. Children's interests and needs are at the forefront of the childminders planning; allowing the children to take the lead in their choice of activities and toys in support of their enjoyment and progress. For example, they enjoy exploring in the local woods; hunting for mini beasts, taking part in treasure hunts and mark their destinations on a map of holidays. They learn about the world around them.

Children's early communication and language skills are developing well. They enjoy listening to stories and sing along nursery rhymes. Their early numeracy skills also receive very good support, as they play number games such as dominos and board games using dice. In addition, they also receive regular opportunities to play with other children at local venues such as toddler groups; where they can socialise with their peers and other adults in a safe environment.

The childminder makes regular observations of children's achievements. She uses these assessments to plan relevant experiences for future learning. She ensures activities build on children's existing knowledge and skills, in partnership with parents and any others involved in the care of the children.

Children's dietary requirements are well met. The childminder provides healthy options for snacks and home cooked meals that are nutritious and healthy. She follows any dietary requirements as stipulated by parents, and encourages children to develop a good understanding of healthy eating. In particular, she makes good

use of her garden to provide children with opportunities to plant fruit and vegetables.

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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