

Inspection report for early years provision

Unique reference number	EY276461
Inspection date	04/11/2011
Inspector	Denys Rasmussen
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 2011

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 2003. She lives with her husband and her two children aged 11 and seven years in a house in Carshalton, Surrey. The whole of the childminder's home, apart from the master bedroom, is used for childminding. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time. Currently there are ten children on roll, who attend on a part-time basis. Two of these children are in the early years age group. The childminder currently supports a number of children with special educational needs and/or disabilities. She walks to local schools to collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated and motivated childminder uses her partnerships with parents and others to consistent effect to meet children's individual needs. This means that children make good progress in their learning and development in relation to their starting points. The childminder effectively gives priority to safeguarding children. Her focused policies and procedures support children in the early years to able to play in a safe, secure and stimulating environment. The childminder is developing her skills of relating children's learning to the early learning goals. Her commitment to developing her provision through ongoing training and reflective practice provides a secure basis for continual improvement.

What steps need to be taken to improve provision further?

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

- match observations of the children to the requirements of the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the importance of safeguarding children. She is well aware of the procedures to follow if she was concerned about a child. Her risk assessments have improved since the last inspection and there are effective measures in place so that children can play safely. All of the required records are well maintained for the safe and efficient management of the setting. For example, use of the comprehensive sick child policy supports children's health by reducing the risk of the spread of infection. The childminder effectively evaluates her provision to recognise her strengths and areas for development. She

improves her practice after attending training, reading relevant publications and discussing practice issues with other childminders and parents. She has high expectations of herself and demonstrates a strong commitment to continual improvement.

The childminder has a good understanding of how to help children to achieve, taking into account their individual stages of learning. She supports children with additional needs well, for example, increasing her knowledge of how best to help them by attending their therapy sessions. Children are introduced to a variety of cultural traditions. This, along with the positive imagery within the good quality play resources, positively reflects the children who attend, as well as the wider community. Home backgrounds are supported and valued and children are encouraged to teach each other their home languages.

Children receive consistent care in an inclusive environment. This is significantly enhanced because of the childminder's effective relationships with parents and others. She shares detailed information about the children's care and learning with another setting that children attend. This has enabled a seamless transition where the children's care and learning is effectively complemented. Because of this, the children experience a smooth settling-in time that supports their individual needs and emotional development. Parents are kept well informed about their children, both verbally and in writing. The individual contact books contain reports on what the children have been doing throughout the day and parents' comments are invited. The parents are very happy with the service the childminder provides. They appreciate the childminder's 'warm and friendly approach'. They comment that their children are 'treated as one of the family' in a 'happy, safe, warm and loving environment'.

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

The childminder records her observations of the children and backs these up with photographs to show their progress. The assessment is used to plan for the children's future learning but is not yet matched to the requirements of the early learning goals. Children are making good progress, are settling in well and are happy and confident with the childminder. Well organised routines help young children to feel secure and have their physical needs well met. Good quality interaction, praise and acknowledgement support their self-esteem. Children know what is expected of them and behave well in response to the childminder's realistic boundaries. Children practise good hygiene routines and happily sing, 'This is the way we wash our hands' when washing after using the toilet. A healthy menu of homemade meals effectively supports children to learn about good nutrition. Children's independence is well promoted. For example, they are encouraged to wash up their snack plates and do this with a sense of pride. Children gain a good understanding of how to keep themselves safe when they practise the fire drill and tidy away their toys.

Children's knowledge and understanding of the world is well extended through

interesting outings. For example, they visited a castle where they were able to dress up in costumes; they enjoyed making gas mask boxes, which they proudly hung around their neck. They learn about nature at an ecology centre where they examine mini beasts and plants. Children's creativity and literacy skills are effectively supported through finger painting and drawing. They also enjoy stories and songs, which are enhanced by the use of finger puppets. Children learn to solve simple problems when completing puzzles and as they sort, count and match the beads. They sing number songs to understand simple calculations and play imaginatively with the available play 'props'. They access arts and craft materials from the labelled drawers, which supports their independence and design skills. Children enjoy their time with the childminder, who is physically reassuring as she cuddles them often.

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
--	---

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register. 17/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register. 17/11/2011