

Inspection report for early years provision

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Inspection date	27/02/2012
Inspector	Debbie Newbury
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 registered in 2007. She lives with her husband and two children aged eight and five years in Sunbury-on-Thames in Middlesex. Childminding mostly takes place on the ground floor of the home with toileting and sleeping facilities provided on the first floor. There is an enclosed garden for outside play. The family has a dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom not more than three may be in the early years age group. There are currently two children in the early years age group on roll who attend term-time only. The childminder also provides care for her niece and nephew on some occasions. The childminder drives to local schools to take and collect children. She takes children to local toddler groups, children's centres, parks, the local library and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a happy and safe environment where children feel secure and welcomed. They have their individual welfare needs met well and take part in a mostly broad range of activities and experiences which help them to make good progress in their learning and development. The childminder's deployment of resources is not, however, fully effective for all age groups. The childminder demonstrates a positive attitude and good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- support young children's increasing independence in selecting and carrying out activities by organising resources to enable greater freedom of choice
- provide unusual or interesting materials and objects of various textures to inspire young children's exploration and encourage sensory play.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her responsibility to keep children safe. She has a secure knowledge of issues relating to safeguarding and is fully aware of the action she must take if she has any concerns. Comprehensive risk assessments are completed for the home and garden and the different places children visit. The childminder extends these to reflect each child in her care and

their individual capabilities and stages of development. She also undertakes a daily check of the premises and makes sure relevant safety devices are in use. All of these measures mean that children's safety receives close attention on an ongoing basis. The childminder maintains all required documentation and other records relating to childminding activities well.

The childminder is strongly committed to her own professional development and improving outcomes for children. She has attended a variety of different training courses and is currently studying for the level 3 diploma in Children and Young Peoples Workforce, Early learning and Childcare. The childminder uses the knowledge she gains to monitor, evaluate and drive improvement. For instance, she has introduced some new resources to her setting following a course on mark-making. The childminder also encourages parents to express their views and she adapts aspects of her service to reflect these. Recommendations made at the last inspection have been addressed successfully.

Children play in a comfortable, welcoming and homely environment. The childminder has recently reviewed the organisation of her resources. She now stores a lot of these in boxes labelled with words and pictures. This means that older children can easily make independent choices about what they do. However, the organisation of toys and other play materials for younger children is not so effective. Everything is piled together in a large, deep basket, which makes it difficult for young children to easily see what is available and to help themselves to a broad range of items. This reduces opportunities for them to develop their independence.

The childminder establishes effective relationships with parents. She provides them with copies of her policies and procedures and gathers important information from them about their children. This means she is fully aware of each child's individual needs and their normal routines. The childminder is happy to visit children at home if parents feel this will be useful. There is a daily informal exchange of information, which is supplemented by a weekly diary. The childminder encourages parents to add their comments to this. Parents are invited to a formal review of their children's progress every six months although their children's records are accessible to them at all times. Written feedback from parents on the quality of the care offered by the childminder is positive. They report that 'communication is excellent' and express the view that they are very happy that children are 'involved in family, everyday activities', which they feel is important. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

The childminder values each child as an individual and treats everyone with equal respect. She helps young children understand that everyone can have a cuddle through her actions and simple use of explanation. This helps them begin to appreciate the needs of others. Children's developing awareness of diversity is supported by providing them with opportunities to experience different environments and mix with other people. They explore resources that reflect positive images of today's society.

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

Children show how safe and secure they feel in the childminder's company as they look to her for reassurance and independently climb onto her lap for a cuddle. They receive lots of praise and encouragement, which fosters their self-esteem and helps them feel self-assured. Children are learning acceptable ways to behave and interact with one another with the childminder's gentle support. She intervenes as necessary to explain the need to share and take turns. Children see photographs of themselves, which adds to their sense of belonging.

Children are beginning to learn how to keep themselves and others safe. The childminder encourages young children to come down the stairs on their bottoms and she explains that they must not throw toys or push. The childminder recognises that alongside careful supervision, children also need to begin to take risks in a safe environment. They are therefore given a little bit of freedom when they go to the baby gym to explore and develop their physical skills.

Children benefit from the effective measures the childminder puts in place to minimise the spread of infection. These help children stay healthy. The childminder has a flexible approach with regard to the provision of food and agrees arrangements with parents on an individual basis. She encourages young children to have a go at feeding themselves, allowing them the time and freedom to investigate their food. Children play in the garden and visit different playgrounds and parks where they can explore the different apparatus. This enables them to enjoy fresh air and exercise and develop their mobility and coordination.

Children are supported in making good overall progress towards the early learning goals and gaining skills for the future. The childminder generally plans activities for the morning as young children sleep during the afternoon. They visit different children's centres, attend toddler groups, a soft play centre and have play dates. Consequently, children benefit from many opportunities to play with other children and develop their social skills. These outings also enable them to explore their local community and they add variety to their day. The childminder recognises that young children have limited levels of concentration and she offers them different play materials as their interest wanes. Children enjoy exploring the different musical instruments and the sounds they can make with these. They begin to develop their early reasoning and problem-solving skills as they play with stacking cups and rings. The childminder provides some resources that motivate children's interest. For instance, they really enjoy exploring interactive and cause-and-effect toys, remaining fully engrossed as they press the different buttons to see what happens. These allow them to learn about basic technology. However, young children do not have access to many unusual or interesting materials or objects of various textures to further inspire their exploration and encourage sensory play. The childminder fosters young children's early language skills by talking to them, reading books and seeking their input. She encourages them to become aware of themselves by naming different parts of the body to see if they can point to these. The childminder monitors children's progress and achievements to help her identify

and plan for the next steps in their learning.

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
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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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