

Inspection report for early years provision

Unique reference number	EY378339
Inspection date	09/07/2009
Inspector	Laura Brewer
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2008. She lives with her adult daughter in Thornton Heath, Surrey. The home is accessible to local schools and transport services. The whole of the ground floor is used for childminding purposes, plus a bathroom on the first floor. There is a fully enclosed garden for outdoor play opportunities.

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 six children under eight years old, and there are currently three children in the early years age group on roll. The childminder is first aid qualified and is currently completing a National Vocational Qualification (NVQ) at level 3 in children's care, learning and development.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder successfully promotes all aspects of children's welfare and development well. Children are safe and well cared for in the welcoming, inclusive environment. The childminder's good understanding of children's individual needs and positive working partnerships with parents ensure children make good progress in their learning. The childminder recognises the value of regular self-assessment and is committed to continual improvements.

What steps need to be taken to improve provision further?

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

- extend on the information gained from parents during the admission stage to include details about children's individual developmental starting points in relation to the early learning goals.

The leadership and management of the early years provision

The childminder demonstrates a committed approach to the children in her care and has begun to develop good systems for self-evaluation in order to secure continual improvements. For example, she plans to link with other settings that children attend so that she can share how children are progressing to ensure future aims are consistent. She makes very good use of local training opportunities to continually extend her knowledge and skills, and is currently undertaking a level 3 qualification to extend her knowledge further. She has attended a range of short training courses to develop her awareness of early years issues and has also attended safeguarding training, which helps ensure she can act appropriately to protect children's welfare if necessary.

Childminding records are informative, well organised and all required policies and procedures that contribute to the smooth running of the setting are maintained. Risk assessment is used well to enable children to play in a safe, well planned environment where hazards are effectively minimised.

The strong partnership between the childminder and parents ensures there is a good two-way flow of information, which helps children experience consistent care. Parents are provided with useful, clear information about the service and are effectively kept up-to-date with their child's progress and achievements through daily discussions, use of daily contact books and meetings to discuss developmental progress and next steps for learning.

The quality and standards of the early years provision

Children are cared for in a safe, well maintained environment. Their independence is promoted well as they are able to choose from an wide range of good quality play materials and resources that are stored accessibly in the designated play room. Children are able to move freely and safely around the home and garden, as the childminder makes thorough risk assessments of the premises. Children's health is promoted well when enjoying fruit for their snack and participating in food preparation activities such as making salad where they are able to talk about healthy eating issues. Children learn simple good hygiene routines when they wash their hands before they eat and the use of liquid soap and individual hand towels ensures the risk of cross-infection is minimised. They enjoy playing outside in the garden, visiting the park and going on daily walks as part of a healthy lifestyle.

Children are happy and settled in the childminder's care. They have established close relationships with the childminder, who is warm and responsive to their needs. They take part in a wide variety of activities and experiences that support their development and help them make good progress towards the early learning goals. They benefit from daily outings, for instance to parks and libraries where they are able to socialise and develop their interest in the local environment. At the childminder's home, children show pleasure as they join in a printing activity and show wonder as they watch the patterns the paint makes on the paper.

Children find out about the world around them when they join in planting activities in the garden and experiment in the water tray. They enjoy listening to music and attempt to join in singing "hickory dickory dock" where they giggle and laugh as the childminder acts out the actions and makes associated noises. The childminder consistently records children's experiences and achievements, using photographic evidence to assist her with planning for future developments in the children's learning. During the admission stage the childminder gains information from parents about children's individual needs and care routines, however, limited information is gained about their developmental stages in order to demonstrate each child's starting points against the early learning goals. Children's positive behaviour is actively encouraged as they learn to share, take turns and respect each other in a harmonious environment.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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