

Inspection report for early years provision

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Inspection date	05/10/2010
Inspector	Pat Daniels
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 has been registered since 2009. She lives with her husband and two young children in Chertsey, Surrey. The whole of the childminder's bungalow is used for childminding, apart from the master bedroom. There is a fully enclosed garden for outdoor play. Local facilities include the town centre, schools, parks and library.

The childminder is registered to care for a maximum of four children under eight years. She is currently caring for four children aged from one to five years, who attend on part-time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well understood and actively met within a loving and safe environment. All children are supported to make good progress in their learning and development. The childminder develops links with parents and other provisions to share information and develop continuity of care. Self-evaluation is used to continually develop practice, for children's benefit.

What steps need to be taken to improve provision further?

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

- improve the provision of fire control equipment by fitting the fire blanket in line with manufacturer's recommendations
- further involve parents in their children's learning and development by seeking their suggestions when planning the next steps in their children's learning

The effectiveness of leadership and management of the early years provision

All required checks on household members are in place, to ensure their suitability. The childminder has attended the initial training course, but has not attended any training since then. However, she ensures that she is up-to-date with information by meeting other childminders and reading information provided by the local authority. She has a very good understanding of the requirements of the Early Years Foundation Stage. The childminder ensures that children are happy and settled in her home, and they freely approach her for cuddles and support. This indicates that they feel safe and secure in her care. The childminder helps children to feel comfortable from the start, by adapting her settling in procedures and

routines to meet their individual needs. She makes her home safe by assessing possible hazards and minimising risks, so that children can move around freely and safely. For example, stairgates are positioned to prevent children's access to the kitchen and other areas of the house. However, the fire blanket is not fitted to the kitchen wall in line with manufacturer's instructions. The childminder has developed a playroom for children's use, in which toys and resources are invitingly stored and displayed for independent selection.

All of the required documentation is in place, and well maintained. A range of written policies is provided. These are shared with parents, to ensure that they understand the procedures that underpin the childminder's practice. The childminder meets with parents to discuss her provision, before minding starts.

Parents views are considered as part of the childminder's process of self-evaluation, and they are complimentary about the care provided. The childminder considers the quality of her provision and is keen to provide and sustain a high standard for individual children.

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

The childminder builds warm and loving relationships with children. She supports children's learning by following their interests and becoming involved in their play. For example, a minded child enjoys filling and emptying containers and the childminder makes sure that she provides resources for this activity. Everyday opportunities for learning within play are used, for example, by counting items and naming colours. Children learn through a wide variety of interesting activities that cover all areas of development. For example, they play with musical instruments, dance and move to music, learn to enjoy books, cook and paint, explore puzzles and interactive toys, and socialise with others at toddler groups. The childminder is keen to make sure that activities are interesting and fun, so that children are motivated to learn. She supports children's increasing levels of concentration by providing activities that challenge. This builds positive attitudes towards learning for the future. Children learn about different cultures as they celebrate festivals from their own cultures and the wider world. The childminder finds out about children's home languages and cultures, so that she can represent these within her practice. This values and respects children's individuality.

The childminder makes records of her observations of children alongside photographic evidence, in their development books. These records are shared with parents, with a daily written summary outlining their children's activities and routines. The childminder is beginning to use her observations to identify the next steps in children's learning. However, she does not always consult parents when planning for children's next steps. The childminder is aware of the need to work with other providers to support children's learning and welfare, such as nurseries or schools. She makes sure that children have time to relax and play after a busy day at school, so that a balance is achieved.

The childminder recognises that sometimes children like to interact with others, and at other times they prefer quieter, solitary play. She makes sure that these needs are met by organising her home to provide opportunities for both. However, she ensures that all children are included in all activities according to their abilities and personal choices. She is especially keen for all children to sit together at a low table during meal times, and makes sure that young children are included by sitting alongside their chairs to keep them safe.

Children are encouraged to develop positive relationships with each other. They learn to share and take turn with each other, and to be polite and considerate. The childminder sets clear boundaries for behaviour and applies them consistently, so that all children learn what is expected of them.

A balanced diet of home-cooked meals and healthy snacks is provided. Children are encouraged to eat a variety of nutritious foods, and older children learn about the importance of a healthy diet. Daily opportunities for active outdoor play in the fresh air are balanced with times for rest and sleep, as part of a healthy lifestyle. Young children develop their physical skills with space for crawling and cruising around the furniture. Children learn about good hygiene through daily routines, such as regular hand washing. The childminder has current training in paediatric first aid and written parental consent to seek emergency treatment. This ensures that she can take suitable action if there is serious illness or an accident.

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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