

Inspection report for early years provision

Unique reference number	EY408512
Inspection date	19/11/2010
Inspector	Jane Nelson
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 2010

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 registered in 2010. She is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register, to care for four children aged under eight years, three of whom may be in the early years age range. The childminder is currently caring for one child in the early years age range. She lives with her husband and their own two children aged four and six years in a terraced house situated in a residential road in Sunbury on Thames. The property is close to schools, preschools and a range of other local amenities such as shops and playgrounds. The childminding is generally confined to the ground floor of the property, with access to the first floor for sleeping children. Washing and toileting facilities are situated on the first floor. There is a securely enclosed rear garden for outdoor play and the childminder also makes regular use of other play venues and places of interest. The family have a pet Labrador dog, aged two years and a pet cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a child orientated and welcoming home environment. Their individual needs are well known by the childminder and reflected in the daily routine and the range of play experiences the childminder provides. Good relationships are promoted with parents encouraging effective communication. Self-evaluation is used effectively to review what is going well and identify some areas for future development. Most requirements are met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare).

19/11/2010

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

- develop the use of self- evaluation to target areas for future development
- develop further the use of observations and involve parents in contributing to their children's developmental records

The effectiveness of leadership and management of the early years provision

The childminder's home is comfortable, safe and secure. The required record of risk assessments is maintained and used effectively to monitor and review safety in the home. Visual risk assessments are used by the childminder on outings. The childminder has a clear understanding of child protection issues, her responsibilities and the procedures to follow if concerns arise. The childminder places a high priority on promoting children's awareness of their own safety, through discussion and reminders from her as they play.

The childminder thoroughly enjoys her work which is demonstrated in her enthusiasm about her new career as a childminder. She is making use of self-evaluation effectively to reflect on what is working well and identify some areas for future development. Although this is not yet fully extended to focus on how specific areas, such as identified training, will be achieved. The home environment is well organised, welcoming and child centred. An extensive range of play materials and equipment is provided and attractively presented at child height encouraging children to explore and investigate. The childminder plans and provides a good range of play experiences that encourage children's learning, combining a mix of home based play and visits to local resources such as the library and pre school groups. She considers individual needs when planning the daily routine, such as deciding when to attend pre school groups. Children's routines are followed and the childminder recognises when children are tired and a nap is needed.

Good relationships are built with parents, encouraging clear communication and open information sharing. A daily diary is used to share factual information about children's day, with parents. The childminder records descriptive observations relating to children's development and identifies their next developmental steps. Although systems are not yet fully developed, for example, observations are not yet linked to when children have reached their next steps, and systems are not yet implemented to encourage parents to contribute to their children's records. The childminder is aware of the need to work in partnership with any other settings children attend.

Documentation and the required written records are well organised and clearly maintained. However, parent's written consent is not in place, in the event of emergency medical treatment being needed.

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

Children thoroughly enjoy their time with the childminder and demonstrate that they feel safe and are secure in her care. They chat to the childminder as they play, cuddle her when they feel tired and laugh and giggle with her. Children take pride in their own achievements, looking to the childminder for joint approval when

they successfully achieve a task. For example they concentrate as they carefully fit pieces of the train track together, and build a small tower of bricks, placing one carefully on top of another. They excitedly clap hands and move their arms and legs in excitement when they have 'done it'.

Children are gaining skills they will use in the future through their play and learning and are well supported by close interaction with the childminder who involves herself in their play. Children play with a doll in a buggy, they put a dummy into the doll's mouth and refer to the doll being 'stuck' in the buggy when the safety strap is done up, and know they need help to get the doll out. Children make choices about their own play, helping themselves to toys from a good selection that is easily accessible. They help themselves to a bag of play figures and carefully examine the contents. Feeling the furry texture of the bag and looking at the different figures, some who are in different national costumes. Children excitedly rush to sit on the settee when they hear the familiar theme tune, to watch 'Mr Tumble'. They join in with part of the song, recognising some communication in the program is through signing they move their fingers, copying the presenter. Children recognise familiar objects in the program and repeat the word 'lap top' several times, the childminder reminds them this is like the lap top in their own home. Children confidently use pencils and mark make on paper at a child size table and chairs. They and the childminder have a conversation about the colours of the pencils and count how many have 'fuzzballs' on.

Children are well supervised by the childminder who constantly talks to them about being safe, and reminds them about their own safety as they play. They are gaining an awareness of their own hygiene through practices that are part of the daily routine. For example they excitedly rush to get the step in the bathroom to reach the sink and wash their hand after a nappy change. Children's physical development is encouraged through daily outings to local parks, visits to indoor play areas and play in the childminder's garden. Children's parents provide their food and they enjoy a healthy snack of grapes sitting comfortably in a high chair to eat their snack.

Children have good opportunities to participate in the local community. For example, they go on walks with the childminder to the local shops and visit the local school daily with the childminder to collect her own children. Children are learning about the wider world and diversity through the range of play resources they use and watching programs such as 'Mr Tumble' where they see different forms of communication being used. Children regularly visit local pre school groups in the area where they have opportunities to socialise with their peers in a larger group.

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
--	---

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:	Met
---	-----

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