

Inspection report for early years provision

Unique reference number	EY413687
Inspection date	11/02/2011
Inspector	Linda Close
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 2010. She lives with her husband and family in Addlestone, Surrey. There are two children in the family one of whom attends school full-time and the other is below statutory school age. Children mainly use the family room on the ground floor. Toileting and daytime sleeping facilities are available on the first floor. There is an enclosed garden for outdoor play.

The childminder may care for a maximum of four children under eight years at any one time, two of whom can be in the early years age range. She is registered on the Early Years Register and both parts of the Childcare Register.

There is one child currently on roll who is 16 months old and attends part-time. There are parks, pre-schools and schools in the local area. The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, safe and secure in the care of the childminder. They are making good progress given their age, ability and starting points because the childminder supports their learning well. The childminder has established a good working relationship with parents and their exchange of useful information helps her to meet the individual needs of the children. The childminder evaluates her service to children effectively overall and she makes sure that any areas of weakness that she identifies are promptly improved. The childminder is eager to secure the ongoing development of her service through further training.

What steps need to be taken to improve provision further?

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

- encourage children consistently to wash their hands before eating
- extend the range of toys, books and resources so that they reflect a wider range of people in the community.

The effectiveness of leadership and management of the early years provision

The childminder is confident in her knowledge of safeguarding children. Her initial training included a valuable module about child protection which has raised her awareness of what signs or symptoms can indicate ill-treatment. She knows what steps to take if she has concerns for the welfare of the children in her care and she has made parents aware of her responsibilities.

The childminder has conducted comprehensive assessments of potential risks for

outings and in her home and garden and she has taken steps to keep children safe. She reviews her policies and procedures and sets dates for further reviews to ensure that any changes are noted and improvements made. This includes two safety issues in the garden which she has noted and her careful planning ensures that children can play safely outdoors. The childminder has identified further training that she intends to pursue to achieve a relevant level 3 National Vocational Qualification. She takes advice and guidance from an experienced childminder mentor who has helped her to improve her systems of observation and assessment.

Children have easy access to a good range of toys, books and resources which are arranged at a low level in the family room where they play when indoors. They confidently select toys to play with and they choose favourite books to share with the childminder. They know where their toys should go and they happily put them away at the end of their play. The resources support learning in all areas although there are limitations in relation to those which reflect diversity.

The childminder expresses her willingness to work with other providers, therapists and specialist advisors although to date she has not been called upon to do so. She has devised a flexible settling in policy which she is ready to adjust to meet the needs of individual children. She shares her policies and procedures with parents and invites them to visit with their children to enable the adults and the children to gain confidence in her home and in her care. Parents leave their children with her for short periods initially and they have settled calmly and happily into their new surroundings. The childminder maintains a diary for each child to give parents information about day to day events, sleep, food intake and nappy changes. She has also adopted a system of observing and assessing children's progress which they can share and discuss with the childminder.

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

Children show that they feel safe with the childminder through their relaxed body language and calm demeanour. They raise their hands to be lifted into the childminder's arms when they feel the need of reassurance. They smile and laugh out loud when they are playing, confidently search for favourite toys and story books and they babble and chat to the childminder in an animated way. The childminder uses safety gates that are strategically placed to prevent children from gaining unsupervised access to the stairs, the kitchen and the cat's food and no sharp or dangerous objects are left where children may find them. Smoke alarms and a carbon monoxide detector are in place and a planned fire evacuation routine also contributes to children's safety.

The childminder actively encourages children to express themselves vocally as they play. She shares stories with the children and uses toys as props to assist their learning and language development. These activities and mark making play form a sound base for the development of their communication skills and literacy. Children sort toy animals and shapes and, with support, they fit sections of train track

together which promotes their early problem solving skills. Children are learning to count as they play. They have battery operated toys which they eagerly explore and they are well aware that their toys and some books will make sounds when buttons are pressed. Their early learning about cause and effect is good and this supports later learning linked to information and communication technology. Taken together these activities actively promote children's future learning.

The childminder is successful in her approach to behaviour management. She recognises when children's interest in an activity is waning and she encourages them to put their toys away and take part in a different game. She is firm but kind in her ways of speaking to the children and she encourages fair play. Distraction techniques are used well and the children are learning to get along with one another happily. They are busy, responsive and well behaved.

The childminder liaises well with parents concerning the provision of food and drink. She is prepared to provide simple snacks and healthy meals if parents wish her to or they can prepare food at home to send with their children each day if they prefer. Children have frequent drinks and a biscuit or a fresh fruit snack as part of their regular routine which they know and enjoy. However, children do not always wash their hands before eating.

The childminder helps children to learn about the wider world through regular outings to the library and weekly visits to a local playgroup. They take part in energetic play and games and craft activities with other children. Examples of children's art work stored in their progress files, and observations of past activities, show that children explore and experiment with a range of creative media. The childminder has made some useful observations of children's responses to their activities linked to all six areas of learning. She tracks their achievements, notes their progress and indicates what children need to learn next and she refers to this useful information when planning future activities.

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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