

Inspection report for early years provision

Unique reference number	EY415959
Inspection date	10/05/2011
Inspector	Christine Stimson
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.

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 lives in a house in Kingston-upon-Thames. The premises is located close to shops, parks, schools and public transport links. The whole of the premises is used for childminding but the downstairs is used for play, with one room for cot rest, whilst the upstairs is only used for cot rest. There is a fully enclosed and decked garden for outdoor activities.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She also offers care to children aged over five years to 11 years. The childminder works alongside another registered childminder and, when working together, they may care for a maximum of six children under eight years at any one time, of whom no more than six may be in the early years age range. There are currently eight children on roll who attend on a part time basis. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from the local school and nursery and attends children centres, the library and visit parks with children on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident within the childminder's secure home and relationships with parents are friendly and professional. Records have not yet been shared with parents to discuss children's progress. The childminder is aware of the need to make links with other providers if children attend other settings. Children's starting points are identified and the childminder uses this information to help children make progress in their learning and development. Child initiated play dominates the childminder's practice, with only outings planned as adult led activities. Children access a wide selection of resources, but there is a lack of toys, books and activities that promote diversity. The childminder has not yet started to evaluate her practice, but has attended some training since registration to ensure continuous improvement. Children are safeguarded by the childminder who has a good awareness of child protection issues and undertakes risk assessments on her home.

What steps need to be taken to improve provision further?

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

- analyse observations to help plan activities for individual children using next

step notes

- help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture and disability issues
- engage with parents about their children's progress and develop systems to ensure parents have regular opportunities to add to the development records

The effectiveness of leadership and management of the early years provision

The childminder has attended training on safeguarding children and is confident in how to proceed if she has concerns about a child in her care. Procedures relating to safeguarding are kept on site for referral and her own procedures are shared with parents, along with all her other policies and procedures. Risk assessments are undertaken by the childminder to ensure children play in a safe environment and she has also risk assessed her outings with children. The childminder has devised an evacuation plan and has practised this in April with the children who were in her care at the time. She intends to do another practise now she cares for more children. The childminder works alongside another registered childminder in her home and both childminder's have been vetted for suitability. All records and regulatory documentation is maintained to further safeguard children's welfare. The childminder requests parent's consent for some areas of her practice like taking photos and general outings. She does not take children in a car for outings preferring to use public transport. However, she has not requested written consent from parents for this.

The childminder has started to embrace training opportunities in her strive for continual improvement. She intends to do more training this year and will use the knowledge gained to improve outcomes for children. As the childminder has only been working with children since March she has not yet evaluated her practice to identify strengths and weaknesses, but intends to do this later this year as part of her continuous improvement. She has not yet approached parents or older children for their opinions. However, references from two parents are in the childminder's records showing they are very pleased with the care and learning their children have received so far. Inclusion is promoted as the childminder has established good relationships with parents exchanging daily information during informal chats at the beginning and end of sessions. The childminder has started to keep learning journeys for children, but has not yet formally shared these with parents to monitor children's progress.

Children play with a range of suitable, clean toys that are age and stage appropriate. These are available for children to self-select and make a choice in their play. The childminder asks parents for information about children's starting points, finding out what children already know and can do. She discusses children's routines with parents to ensure their children are cared for in a consistent manner. Most activities children take part in are child initiated with only outings planned as adult led activities. The childminder and her co-childminder join children in their play extending learning and offering challenge. The childminder is skilled at asking children open questions, waiting for their response and is able to

extend children's learning by offering support. The childminder undertakes written observations on children's achievements and makes comments about where they may progress from here. However she is not using these notes to plan activities for individual children to ensure they are taken to their next steps.

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

Children enjoy their play, accessing resources for themselves and engaging with other children and the childminder in child initiated play. The childminder takes children to three different venues across the week where they enjoy mixing with children who are not familiar with them. The childminder makes suggestions for play to children who show their enthusiasm with claps and smiles and the childminder quickly finds resources to support their play. For example, the childminder fetches a till to the children in the garden so they can play shops, using the play box of food that is already accessible to them. Children press the buttons on the till and one child jumps as it springs open and then starts to laugh and tries to repeat this. Children take the money out of the till, with the childminder close by to ensure younger children do not put it in their mouths. Goods are purchased by the childminder who asks the children to find her various items like milk and water melon. The childminder is quick to praise children's efforts and achievements as they find items in the box. The childminder makes sure children have plenty to occupy them whilst they are in her care, as a result, children are well behaved and cooperative.

During children's trips to the park they have opportunities to play on large playground equipment, practising and developing their physical skills. Children attend toddler groups and the childminder said the children in her care initiate play with others and are becoming quite sociable. Children are becoming caring and developing a sense of fun. For example, a child brings the childminder her slippers from the playroom, without prompting, as she is concerned the childminder is only wearing socks on the decking area. She places them on the top of the childminder's feet and looks up. The childminder puts them on and then starts to tickle the child using the bobble on top of her slippers. The child giggles and then waves her finger at the childminder saying 'No', but is still laughing. Children have opportunities to play with puzzles and shape sorters and play games with the childminder passing things to her whilst she counts out loud to three. If children go beyond this number she asks them 'Do I now have too many?' and children start to take some away. This help promotes children awareness of problem solving and number.

Children follow routines whilst in the childminder's care and are learning about good hygiene procedures. For example, they have their hands washed prior to snack and meal times and after playing outside. Children use paper towel to wipe their hands to help prevent cross infection. Children have access to activities both indoors and in the garden, which are safe environments with plenty of resources for children to access. The childminder does not have resources that promote diversity and does not make children aware of other cultures or disability in her

planning of activities. She is aware this is an area of practice she needs to improve. Children are given small responsibilities such as tidying away toys and older children help the childminder set the table for meals. The childminder sits with children as they eat, helping the younger children and encouraging the older toddlers to become independent and feed themselves.

Children are learning to keep themselves safe. For example, they are either strapped into a buggy or hold the handle of the buggy when out walking. Older children on scooters know the rules about staying between the childminder and her co-childminder to help reduce the risk of accidents. The childminder leads by example when crossing roads as she uses designated crossings where possible, pointing out the green man to the children and making sure older children learn the green cross code.

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	3

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	3
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	3
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

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