

Inspection report for early years provision

Unique reference number	EY429686
Inspection date	14/12/2011
Inspector	Janet Thouless
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 was registered in 2011. She lives with her husband and two children in Surbiton, Surrey. The whole house is used for childminding. Access to the first floor is restricted by the use of a safety gate. Bathroom facilities are located on the first floors. There is a garden for outdoor play. The family has a cat.

The childminder is registered to care for a maximum of four children under eight years at any one time; of these, no more than two may be in the early years age range. She is currently minding three children in this age group. She also offers care to children in the older age range. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children, and attends the local parent/toddler group. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and very welcoming family home where the childminder knows them well and acknowledges them as individuals. As a result, children are settled and enjoy their time with the childminder. Their learning and development needs are mostly promoted to a good standard, and their care and welfare is assured at all times. The childminder works in close partnership with parents to identify and meet children's individual needs. She has a good understanding of her strengths and areas for future development, and there is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of outdoor play to give children greater opportunities to investigate the natural world.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to safeguard children and is aware of signs that a child may be at risk of harm. This enables her to follow the appropriate procedures should she ever have concerns about a child in her care. The childminder implements a comprehensive range of policies and procedures which are used to underpin her practice. Risk assessments are completed for the

home, garden and places children visit to identify and address any potential hazards and make sure they are safe for use. Effective use of self-evaluation helps the childminder identify her strengths and priorities for future development to improve the quality of her provision for all children. She has attended a wealth of training to assist in this.

The childminder is very committed to the children for whom she cares, and creates a welcoming home environment where they feel safe and fully included. Toys and resources are displayed to their best advantage to allow children to participate fully. The childminder ensures that all activities are accessible to all the children and adapts activities to meet children's individual needs. As a result, children's independence and choice is promoted. The childminder provides opportunities for children to develop their awareness of all areas of diversity through the toys and activities on offer. For example a good range of books are available on disability and culture to support children's understanding of others.

The childminder develops positive relationships with parents to ensure she knows the culture and background of each child. This contributes to inclusive practice and results in meeting children's needs consistently and providing continuity of care. Parents are kept fully informed of their children's progress through daily discussions and the use of a daily diary. Parents view their children's learning journal and photographs which the childminder has taken and are encouraged to add comments or share their thoughts. This enables parents to be fully involved and contribute to their children's record of achievement. For those children who speak English as an additional language the childminder has sought children's everyday words in their own language from parents and via the internet. This helps the childminder to communicate with children and respond to their care needs. Effective systems are in place to support the liaison with other childcare practitioners. For example, the childminder speaks with teachers once a month regarding children's progress to extend children's learning at her setting.

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

Children benefit from a welcoming family environment where good relationships with the childminder and her family have been established. When children arrive they hang up their coats on pegs that display their name and picture. As a result, children form positive secure relationships and strong attachments to adults which help them to feel safe and fully included in the childminder's care. The childminder has good understanding of her role in supporting children's learning through play. She provides many worthwhile play experiences that are age appropriate and interest the children. However, there are fewer opportunities in outdoor play for children's investigation of the natural world. The childminder carry's out observations that link to the early learning goals which provide a focus for the next steps in children's learning and are used to inform planning.

Children gain a sense of security and familiarity through repeated interaction with the childminder. They happily explore new experiences and demonstrate good

levels of interest and involvement. For example, they show delight in exploring craft activities. They make Father Christmas cards and the childminder encourages them to identify where his hat and beard go. Children giggle as they place the hat on his chin and beard on his head. When the childminder introduces other activities, for example, water play, children know to select plastic aprons in readiness. They enjoy the water play and are learning about volume and capacity as they fill up and pour water using a selection of containers. The childminder supports them in their play by talking to them using words such as fill, pour, empty and full. To extend the activity further the childminder adds bubbles which children enjoy scooping up and blowing. As a result, children acquire a positive disposition to learning.

Children enjoy snuggling down with the childminder to listen to their favourite stories. They smile when the childminder repeats familiar parts of the story as they learn to predict what is going to happen next. Simple inset puzzles are available and children enjoy identifying what goes where. The childminder's behaviour management procedure includes positive strategies for managing children's behaviour. Children are acknowledged and praised for their efforts and respected as individuals. For example, as children participate, the childminder smiles, gives them a cuddle and offers lots of praise to acknowledge their contribution. As a result, children's confidence and self-esteem is extremely well fostered.

Children are encouraged to adopt healthy lifestyles because the childminder promotes healthy eating, drinking and regular exercise. The childminder prepares healthy snacks and meals that she knows the children will enjoy, although some parents prefer to supply packed lunch. Good personal hygiene skills are developing as children wash their hands routinely after meals, nappy changing and outdoor play. Children use individual hand cloths to protect them from infection. Children's individual routines are respected when they go for their morning nap; they snuggle down with a favourite toy and listen to a musical mobile which helps to sooth them off to sleep. Regular outings help children become familiar with their local community as they enjoy visits to parks, recreational centres and the local library. They also enjoy physical activities increasing their understanding about the importance of regular exercise. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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	2
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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