

Inspection report for early years provision

Unique reference number	EY430150
Inspection date	10/01/2012
Inspector	Jane Nelson
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 was registered in 2011. She lives with her husband, their two children aged one and four years and her sister and her child aged five years, in a house in Richmond, Surrey, in the borough of Richmond upon Thames. The home is close to shops, parks, schools and public transport links. The open plan living and dining room, the toilet on the ground floor and two bedrooms on the first floor of the childminder's home are used for childminding. There is access to an enclosed garden at the rear of the property.

The childminder is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years, one of whom may be in the early years age range, at any one time. The childminder works with her sister who is also a registered childminder. When working together they may care for a maximum of eight children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under a year. There are currently four children in the early years age range, some of whom attend part time, and one school age child on roll. The childminder and her co-childminder are bilingual in French and English. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, welcoming, calm home environment. They enjoy affectionate and gentle interaction with the childminder and her co-childminder which helps them to make good progress in their learning and development. Self-evaluation is used effectively as a focus to target most areas for development and reflects the childminder's good commitment to ongoing improvement. Most requirements are met. Meaningful relationships with parents are built and result in information being shared well. Effective links are made with other settings children attend providing continuity in their learning experiences.

What steps need to be taken to improve provision further?

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

- ensure the required information is obtained and in place for all children, including any attending for a settling-in visit (documentation).

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

- develop the use of self-evaluation, and involve parents in this process, to identify and target all areas for future development and how these will be achieved.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibilities relating to child protection and the procedures to follow if concerns arise or an allegation is made regarding her or her co-childminder. The childminder uses risk assessments effectively to monitor safety issues in the home and reassesses safety issues as children develop. The required record of these are maintained and extended to include outings. The childminder has practiced the evacuation procedure, and has identified that more frequent practises are needed to have real meaning for the children. Most of the required information relating to records and documentation is in place, with the exception of the details relating to a child attending for a visit prior to starting with the childminder.

The childminder and her co-childminder are newly registered. They demonstrate an ongoing commitment to improvement through the good organisation of their setting, and how they plan activities and meet the needs of the individual children in their care. They work effectively together, enjoying their work and sharing the day-to-day running and organisation of the setting. Each has defined roles related to their individual strengths. For example, the childminder enjoys cooking and prepares the majority of the meals. The childminder and her co-childminder create a calm and welcoming environment and provide a good range of varied play materials and equipment. This results in children feeling safe, secure and enjoying a stimulating range of play experiences. Self-evaluation is used effectively to monitor and target where most development is needed. For example, identifying future training needs and the need to build and extend links with local childminders to share good practice. However, the use of self-evaluation is not yet fully extended to include parents in the process and identify how all aspects of improvement will be achieved.

The childminder builds meaningful relationships with parents. The settling-in process enables children to settle gradually and the parents and the childminder to get to know each other. Information is shared well through creatively presented newsletters, discussion, children's daily diaries and the childminder's observations relating to children's development. Parents praise the childminder highly, commenting on the varied and interesting range of activities she and her co-childminder provide, and how much their children enjoy coming to her home. They also comment on how well information is shared, and that the childminder and her co-childminder work well together, complimenting each other. Good links are made with other settings children attend, such as the local school. For example, the childminder reinforces areas the school is focusing on by helping children with their reading and any homework. This supports children's learning experiences at school and parents comment that this has resulted in children's reading skills improving

markedly.

Diversity and the wider world are reflected in the wide range of resources children use daily. For example, children have access to books in English and French, they see a combination of familiar words in French and English in written format displayed, and use dolls of different genders and musical instruments that reflect different cultures.

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

Children enjoy a wide range of stimulating well planned activities that relate to their individual interests and stages of development. They are happy, and secure in the childminder's care. This results in them developing self-confidence and making good progress in their learning and development.

Children behave well as they are busy and engaged in their play and exploration. They listen and respond to the childminder and are beginning to learn concepts such as turn taking and sharing. For example, they wait for their turn during small group activities, such as blowing bubbles and waiting to post their wooden envelopes into a posting box. Children are developing a range of skills they will use in the future as they play and explore. They concentrate and persist at activities that capture their individual interest, such as a new found interest in dolls. Children choose a doll from a range of dolls reflecting different genders and skin tones, and select clothing to dress the doll. They spend a great deal of time sitting quietly, concentrating and calculating how to put the doll's arms into the sleeves, repeating this several times. Children explore water in a water tray, they run their finger through the water, then copy the childminder by gently splashing dolls in the water tray. Children are beginning to explore simple mathematical concepts, as they spend time filling and emptying small containers with water.

Children share affectionate, caring and supportive interaction with the childminder, who sits with them chatting and making suggestions, as they play. Children demonstrate how safe they feel in her care by constantly smiling, giggling, vocalising and cuddling her. Their language development is encouraged very well, by continual conversation, repetition and explanation from the childminder. Children who share the childminder's first language are reassured by the familiar words and speech patterns and respond to her in their first language confidently. Children's understanding of English is supported by the frequent translation between languages. Children see diversity and the world around them reflected in the good range of play materials they use and the activities they experience daily.

Children are developing an awareness of their own and each other's safety. For example, the childminder notices younger children slipping slightly as they walk around in their socks. She explains that by removing their socks this will prevent them slipping and falling over. Children see the childminder following and talking about good hygiene procedures, such as cleaning the table and nappy changing mat, during the daily routine. This encourages their understanding of the need to

keep themselves and their environment clean. Children accompany the childminder on the daily walks to and from school. They enjoy playing in her garden and make regular visits to local parks, encouraging their enjoyment of the outdoors and exercise. Children enjoy a healthy diet and hungrily eat the home cooked lunch of tuna in tomato sauce with couscous. Older children's independence is encouraged at meal times, for example, by them serving themselves from the communal dish.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (records to be kept) 31/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (records to be kept). 31/01/2012