

Inspection report for early years provision

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Inspection date	08/02/2011
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 was registered in August 2010 . She lives with her husband and two children aged 14 and 10 in a residential road in Thames Ditton, Surrey. The premises are located close to shops, parks, schools and public transport links. Only the lower part of the childminder's home is used for childminding. The childminder has a cat and some garden guinea pigs as pets.

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 is currently caring for seven children in this age group on a part time basis. She also offers care to children aged over five years to 11 years. 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 attends the library on a regular basis. The childminder holds a National Vocational Qualification Level three in Children's Care Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported in their play and are making a good start in their learning journeys by taking part in activities that help them progress towards the early learning goals. The childminder knows the children well and plans activities for them as individuals. Children are happy and confident within the childminder's secure setting and relationships between the childminder and parents are friendly and professional. The childminder has not established the same rapport with the other childcare providers where children attend. The childminder self-evaluates her practice involving parents and children. She is committed to continuous improvement and embraces training opportunities to improve outcomes for children. Children are safeguarded by the childminder who undertakes risk assessments on the premises. However, the current position of the fire blanket needs to be reviewed.

What steps need to be taken to improve provision further?

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

- combine the knowledge, skills and expertise of children's other childcare providers to help support children's learning
- offer children opportunities to take part in the recycling of materials to promote their understanding of the environment
- review the position of the fire blanket in the kitchen to ensure it is accessible

at all times.

The effectiveness of leadership and management of the early years provision

The childminder maintains her documentation to safeguard children. For example, recording times of arrival and departure, referring written details of any accidents to parents and making sure details of children's needs are organised for easy access. The childminder has attended child protection training and has a good knowledge of how to proceed if she has concerns about a child in her care. The childminder's safeguarding procedure is shared with parents and a copy of the Local Safeguarding Children Board guidelines is on site for referral. Risk assessments are carried out on the outdoor and indoor environment and for all outings undertaken with children. Children regularly practise the fire drill with the childminder to help them learn how to leave the building quickly and safely. Adults in the household have been vetted for suitability.

Good relationships with parents are established and the children in the childminder's care have become firm friends, inviting each other to birthday parties and expressing joy when they play together. The childminder maintains a contact book showing how children's personal needs are met and this is exchanged between them and her on a daily basis. However, the childminder has yet to make contact with a child's other care provider to ensure continuity of care and learning.

Policies and procedures have been devised and these are shared with parents to ensure the safe and efficient running of the setting. The childminder embraces training opportunities to improve her practice and as a result outcomes for children are improved. Children play in a clean environment, have plenty of space to move around freely and have access to a range of good quality toys and equipment. The childminder has a number of resources for children to access that reflect other cultures, but has less that reflect disability; this is an area the childminder hopes to improve on. Children have lots of outings during the time they are with the childminder. They visit duck ponds, parks and playgrounds where they access age appropriate equipment to help develop their physical skills. The childminder self-evaluates her practice to ensure she meets children's needs. For example, although parents have not been given questionnaires to gauge opinion, the childminder emails parents asking for suggestions to improve practice such as ideas for children's menus. She has evaluated children's views by having posters on the wall. These show children's opinions on 'what I would like on the playroom wall?' and opinions for 'our summer garden'. The children have told the childminder their wishes and she has written them on a poster that the children then decorated.

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

Children are treated with kindness and consideration by the childminder and this helps them feel secure and confident in their surroundings. The childminder is quick to praise children's efforts and achievements and this encourages good behaviour. Parents are asked to complete a form giving details of children skills, abilities, likes and dislikes, as well as personal information. From this and discussions with parents the childminder establishes children's starting points and then plans activities to build on their exiting knowledge. The childminder makes meaningful written observations of how each child is progressing within the early learning goals and these help her to identify what stage they are at in their learning journey. The childminder uses these notes to plan activities for children's next steps.

Children enjoy their time with the childminder who reads books to children. She encourages them to look at books on their own by leaving them on table where they can be easily picked up. Whilst reading a story with the children today, using a large book with wonderful graphics, children sat round the childminder finishing off the end part of the rhyming verse and calling out altogether 'there's a shark in the park'. This shows children love reading familiar stories and are keen to participate in the story. Children play both in the lounge and the playroom in the childminder's home, freely accessing resources kept at child height, enabling them to make a choice in their play. For example, children bring a song sack they have found in the playroom to the childminder. The children are excited because they know what happens next. They vie with each other to choose something from the sack. One child chooses a spider, another scarecrow and the last child a rabbit. Children sing the rabbit song first and all join in with the gestures. They then sing Incy-Wincy Spider, but one child puts the scarecrow back in the sack and chooses another item. A star is chosen this time and all the children sing twinkle little star instead. During this time one child fetches a drum from the playroom and taps out the rhythm to twinkle little star. This activity was enjoyed by all the children and helped them understand the need to take turns and cooperate together.

The childminder makes sure children play in a clean and well maintained environment. They are supported in gaining an early understanding about what contributes to eating healthily as snacks and meals provided are well balanced, accompanied by drinks of water. The childminder makes sure children's beakers are frequently refreshed to avoid children becoming thirsty. The childminder recycles materials as part of her daily routine, but does not involve children in helping her to do this, which is a missed opportunity for children to learn more about the environment. Children have access to fresh air on a daily basis as they play in the garden or go for walks. Children learn about good hygiene practice as they follow routines of hand washing before meals, after playing outside and after using the toilet. All children have their own hand towels which helps prevent the risk of cross infection.

Children are learning to keep themselves safe as the childminder teaches the youngest children how to come down backwards on the steps leading to the

playroom. Children automatically turn around on their knees as they enter the playroom. Children regularly practice the evacuation drill with the childminder to ensure they know how to leave the premises quickly and safely. Children are taught to be safe when walking out with the childminder who teaches them not to run ahead and to stop at driveways. This has turned into a game with some of the older children who shout 'stop driveway' every time they encounter one.

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	1
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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