

Inspection report for early years provision

Unique reference number	EY320700
Inspection date	24/11/2008
Inspector	Judith, Mary Butler
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 2005. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged 12 and three years. The family live in Staines in Surrey. Shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder can take children to and collect them from, local schools and pre-schools.

Minded children may use the whole of the ground floor of the property. A fully enclosed rear garden is available for outside play. The home is readily accessible. The childminder is a member of the National Childminding Association. Her registration permits her to care for three children in the early years age range, at any one time. She currently minds one child aged three years on a full time basis. The childminder holds a relevant early years qualification.

Overall effectiveness of the early years provision

The childminder provides an inclusive environment where children are valued and have their individual needs met. Children settle quickly into the home and enjoy a range of activities planned to meet their individual stage of development and play preferences. The childminder monitors and evaluates her provision and this enables her to modify and improve her practice. The childminder has established good relationships with parents and this assists her in meeting the needs of all children in her care.

What steps need to be taken to improve provision further?

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

- further develop the observations to accurately record the individual achievements of each child and identify their next steps in learning
- provide children with opportunities to practise the emergency evacuation procedures.

The leadership and management of the early years provision

The childminder has developed clear policies and procedures to contribute towards the safety and welfare of children in her care. Effective systems are in place to share all documentation with parents, including providing them with copies of the policy documents and completing a daily feedback sheet. This enables parents to be fully aware of the care their child receives. The childminder evaluates her provision and receives regular support visits from the local authority. She uses the feedback from these visits as part of her evaluation process, adapting her practice and identifying training to improve outcomes for children, such as, attending safeguarding and first aid training. The childminder undertakes risk assessments in

the home, garden and when taking children on outings, this enhances the safety and welfare of children.

Children are incredibly comfortable and confident in this warm and welcoming environment. They receive a high level of support and individual time and attention from the childminder who knows them very well. Children enjoy activities to meet their particular play preferences and eagerly contribute their thoughts and feelings about the activities they wish to take part in, for example, asking the childminder if they can decorate the crowns and building a bridge with the bricks. The childminder has a sound knowledge of the Early Years Foundation Stage (EYFS) and undertakes regular observations on the children. However, observations lack detail and do not record specific achievements or identify children's next steps in learning.

The quality and standards of the early years provision

Children are safeguarded by the childminder who supervises the children in her care at all times. She has attended training to update her safeguarding knowledge and is confident that she would recognise the signs and symptoms of child abuse. She holds all of the required information to refer any concerns she may have. Children learn about keeping safe through reminders from the childminder, for example, talking about road safety prior to going on an outing and asking the children not to throw the toys. A clear evacuation procedure is in place, however, children do not have an opportunity to practise this.

Children learn about hygiene procedures within their daily routine, for example, the childminder reminds them to put their hands over their mouths when they cough. Children know that they need to wash their hands before eating and tell visitors that this is "to wash away any dirt and germs". The childminder discusses and records the dietary needs of children with parents. Children enjoy a good range of meals and snacks to meet their individual needs and preferences regarding food. Meal times are sociable with children sitting at the table chatting to each other and the childminder. Children have their own flasks of water and access these freely throughout their daily routine.

Children move with ease around all areas of the home identified for their use and enjoy a range of active and quiet times within their daily routine. The childminder follows the individual routines of the children, for example, providing a quiet time in the afternoon to enable children to follow their individual sleeping patterns. Children enjoy fresh air and exercise both in the garden and on a range of outings including trips to theme parks and places of interest as well as visits to local parks and shops. This enables them to meet different people and learn about the world around them.

Children really enjoy their time in this home and the individual attention they receive from the childminder who knows them well. They are well behaved and are showing cooperation in their play, for example, taking it in turns to place a brick on the tower and working together with the childminder to change it into a bridge. They communicate with ease to the childminder and each other and

enthusiastically count the number of bricks together. Children are independent and select the toys and resources they wish to use, for example, one child fetches the animals and enjoys guessing if they are too big or small enough to fit under the bridge they have made.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.