

Inspection report for early years provision

Unique reference number	EY375964
Inspection date	17/11/2008
Inspector	Joanna Scott
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 was registered in 2008. She lives with her husband and two children aged two and four years in Walton-on-Thames, Surrey. The whole ground floor of the childminder's home is used for childminding and access into the house is gained via one step. Sleeping facilities are provided upstairs. There is a fully enclosed garden for outside play. The childminder is registered to care for four children under eight years. She is currently caring for two children, both of whom are in the early years age group. Both children attend on a part-time basis. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association. The family have two cats that live outside.

Overall effectiveness of the early years provision

The children are happy and settled in this bright and welcoming environment. The childminder ensures that each child is included and has an enjoyable and stimulating experience in her care. The childminder has good systems in place, which ensure children are safe and secure and their welfare needs are met. The childminder has incorporated the Early Years Foundation Stage (EYFS) framework into her evolving planning and assessment systems, and the children make good progress in their learning. She has systems for self-evaluation which are developing.

What steps need to be taken to improve provision further?

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

- ensure that the fire blanket in the kitchen is fixed in line with the manufacturer's guidelines
- continue to develop the emerging systems used to plan and record children's achievements to ensure an even coverage across the areas of learning is maintained, and share these records with parents on a regular basis
- continue to develop the emerging systems used for self-evaluation and ongoing development of the provision

The leadership and management of the early years provision

The childminder organises her home, time and resources very well to ensure that the children experience a mix of free play and adult-led activities, both in and out of the home. She makes good use of her garden to provide outside learning opportunities for the children. For example, making resources for mark making accessible, and using visual signs to help children learn not to take the sand out of a particular area. She is very enthusiastic about the service she provides, and has a positive approach to delivering the EYFS. She has been proactive in accessing training to develop her skills and knowledge. She has instigated systems to record

planning and individual children's development. She uses observation well to identify children's next steps and establishes how this impacts on her future planning. These records are not routinely shared with parents yet. The childminder has started her own systems for evaluation which includes seeking feedback from parents. This evolving process has helped her to start to identify areas for development with a view to continuous improvement. The childminder supervises the children very well, and she helps children to learn about safety through their play and discussion. Generally her risk assessments work very well, although her fire blanket, which is in the kitchen, is not yet fitted.

The quality and standards of the early years provision

The children are happy, settled, and confident here. They enjoy a warm and caring relationship with the childminder, who is very attentive and encouraging, and helps children to feel good about themselves. She values each child greatly, and works hard to meet their individual needs by following home routines and valuing inclusion. The children particularly enjoy looking at their individual photograph albums, which include pictures of their family and home events, as well as capturing special times they have enjoyed with the childminder. They are able to move around the sitting room and conservatory safely, and like selecting from a wide range of colourful and good quality resources. The childminder plans a good range of exciting and stimulating activities for the children to enjoy, and she is skilled at enabling children to make decisions about how they complete them. For example, very young children enjoy the texture of rice, pasta and lentils as they pour them in and out of containers, and older children make musical instruments out of the same resources. Her interaction promotes their development as they play and learn, and encourages them to be inquisitive and active learners. The childminder has started to implement the EYFS and this is demonstrated in her written planning, and observations. This ensures that individual children make good progress and their next steps are identified. This process is not sufficiently advanced yet to show that all areas of learning are covered in depth.

The children behave very well. The childminder uses effective techniques to promote wanted behaviour very well, such as distraction with very young children. She is consistent and ensures that each child is actively and meaningfully occupied. She helps children learn to share and take turns, and sits with them as they play to support this. The childminder works very closely with parents to establish children's needs, interests and starting points. She has effective systems in place to share general information on a daily basis. The children enjoy a healthy diet, which the childminder provides. She helps children to learn to make good choices about what they eat, for example they have a 'five a day' chart to promote eating fruit and vegetables. They develop positive attitudes to being outside and active as the childminder goes on regular walks, and ensures the children play outside daily.

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.