

Inspection report for early years provision

Unique reference number	EY371965
Inspection date	23/04/2009
Inspector	Catherine Hill
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 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 five and two years, in West End, Woking, Surrey. The ground floor of the childminder's house is used for play with an upstairs bedroom used for sleep only. There is a fully enclosed garden for outside play. The house is reached via a flight of steps. Local parks, shops and schools are within easy walking distance. The childminder attends the local carer and toddler group. The childminder is registered to care for a maximum of four children at any one time, of whom no more than two may be in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children within the early years age range at various times during the week.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder very effectively organises her practice to ensure children's welfare and learning and development needs are catered for. Children are happy and settled and have very good opportunities to progress their skills within the warm, welcoming, family environment of the childminder's home. Inclusive practice is positively promoted with all children treated with equal concern and positive partnerships developed with both parents and others involved in children's care and learning. The childminder has completed a self-evaluation form which shows a detailed reflection on her practice. She is very enthusiastic and has a positive attitude towards continually improving her childminding service.

What steps need to be taken to improve provision further?

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

- continue to develop children's assessment records to clearly show their next steps in learning linked to the early learning goal areas
- improve detail in documentation by including Ofsted's contact address within the complaints procedure, ensuring medication is clearly named and by ensuring children's record forms are fully completed.

The leadership and management of the early years provision

The childminder's good organisation skills ensure her time and resources are fully utilised in providing children with a stimulating, fun atmosphere in which to play and learn. She has excellent relationships with children and is very knowledgeable about, and attentive to, their individual needs. Children settle quickly in the familiar home setting, playing for example, with toys in the dedicated playroom, which has colourful displays of children's artwork alongside educational posters. Children

move freely and confidently around the home. They thrive as a consequence of the close and loving attention they receive. Their welfare is effectively safeguarded as the childminder understands her role and responsibilities regarding child protection. She has a written safeguarding policy which she shares with parents, displays information regarding keeping children safe and holds relevant information on file for reference.

The childminder has established good partnerships with parents. She has initial discussions with parents about their children and maintains child record forms, although not all forms are fully completed. Parents are kept well informed about their child through both written and verbal exchanges of information. The childminder shares her policies and procedures with parents and also displays some information for them. Parents are very positive in their praise of the childminder and comment that the childminder provides a 'happy and loving environment' where their children are 'looked after as one of the family'. The childminder maintains a comprehensive range of documentation to support her practice, with most documents well detailed. She continually considers how she can further develop her practice and has been proactive in booking training to further her own knowledge and skills.

The quality and standards of the early years provision

Children smile as they play and chat showing they are relaxed and happy within the childminder's care. Excellent interaction from the childminder successfully supports children's enjoying and achieving. Children are motivated to learn and try new things. They feel valued as the childminder takes an interest in what they say and she boosts their self-esteem with effusive praise and encouragement as they play. For example, the childminder sensitively supports and encourages children to complete a fireman puzzle. The praise they receive when it is complete inspires them to ask to do another, thereby reinforcing newly learnt skills. Children have fun modelling with recycled materials. They learn to solve problems, such as which shape boxes to use to make a robot and how to join the pieces together. The childminder uses opportunities as they arise to help children learn about the natural and wider world. For example, children are taken to see a neighbouring pony and they watch intently as he feeds on the grass. The childminder reinforces road safety and safety around animals as she closely supervises the visit. Children have had opportunities to learn about growth during an activity painting flower pots and then planting sunflower seeds. The childminder has made a very good start in incorporating the learning and development requirements of the Early Years Foundation Stage framework into her practice. She maintains individual development records for each child but recognises that assessment can be further improved.

Children keep healthy as they have opportunities for regular exercise and the childminder provides them with a varied, balanced diet. They are protected from illness and infection as the childminder has good hygiene policies and procedures. They play in a safe, secure environment which the childminder has risk assessed. Children's manners are excellent and they behave well as they play together. The

childminder has high expectations with regard to behaviour and sets firm but fair boundaries, acting as a positive role model for children.

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?	1
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

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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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