

Inspection report for early years provision

Unique reference number	EY377805
Inspection date	04/11/2008
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 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 nine and 13 years, in a residential area close to Goldsworth Park, Horsell, St John's and Woking, in Surrey. The whole ground floor of the childminder's house is accessible for childminding and there is a fully enclosed garden for outside play. A first floor bedroom is used for sleep only. The childminder walks and/or drives to local schools to take and collect children. She takes children to the local library and local parks. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She can care for a maximum of six children at any one time and is currently minding one child under five years on a part-time basis during the week. The family have a pet rabbit.

Overall effectiveness of the early years provision

Children smile and sing happily and are totally at ease within the childminder's warm and welcoming family environment. The childminder knows children very well and has a good understanding of their individual needs gained through positive relationships established with parents. She promotes inclusive practice within her policies and procedures and is committed to ensuring children have fun as they learn through play. Most necessary documentation is in place to support her practice. The childminder is calm and caring, understands her role, and has assessed her practice and identified areas for further development to enhance children's experiences whilst in her care.

What steps need to be taken to improve provision further?

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

- improve documentation by: including Ofsted's contact address within the complaints procedure and clearly detailing the procedure to be followed on receipt of written concerns; ensuring children's record forms are fully completed with details of their religion, culture and home language and by completing self-evaluation forms held.

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

- maintain records of risk assessments, including those for each type of outing with children (Documentation) 18/11/2008

The leadership and management of the early years provision

The childminder effectively organises her practice to ensure children's welfare is safeguarded and so they can play within a safe, secure setting. She has completed

child protection training, has a written policy to support her practice and has recorded how she aims to ensure children are safeguarded whilst in her care. She regularly checks her home and resources for safety, although she does not maintain records of risk assessments, including for each type of outing with children, which is a breach of requirements. She is vigilant to safety as children play, and teaches children about road safety when out. Children are very happy and relaxed within her care and benefit from the childminder's good relationship with their parents. Both written and daily verbal information is exchanged between the childminder and parents which ensures parents are kept well informed about their child's minded day.

The childminder maintains a range of documentation to support her practice, although some is lacking a little detail, for example, all entries on child record forms have not been completed. The childminder assesses her practice, although has no formal records of assessment, through discussion with parents and other childminders and has a good understanding of her strengths and areas for development. She has been proactive in booking training to further her knowledge of the Early Years Foundation Stage. She dedicates her time to ensuring children are happy and well supported and having fun whilst they play.

The quality and standards of the early years provision

Children are making good progress in their learning and development because of the effective support they receive from the childminder. She has a sound understanding of the different areas of learning and the ways in which they can be developed. She makes very good use of opportunities as they arise to build on children's interests and further develop their skills. She sensitively supports children during play and skilfully uses questions to make children think and to help them solve problems. Children have great fun as they learn about floating and sinking by dropping different objects into a bowl of water. They notice which makes the biggest splash and repeat the activity as they enjoy it so much. They develop their language skills through conversation with the childminder, who reinforces children's phonic awareness by stressing the initial letter sound of their name.

Children are confident and sociable and show a good motivation to learn as they ask the childminder questions to further their own knowledge. They have excellent relationships with the childminder and nestle closely to her as they share a book about 'Spot' the dog. The childminder encourages children to predict the text and children join in with repetitive text, naming and counting the animals they see in pictures. They recognize and name the numbers on Thunderbird toy vehicles and show an understanding of comparative language as they talk about the big and little pieces that join to make Tracey Island. Children develop their understanding of the wider world on outings with the childminder and daily records show children have had opportunities to develop their creative skills through activities, such as sponge painting.

Children are protected from illness and infection at the childminder's where they play in a clean, safe environment. They demonstrate an understanding of hygiene procedures as they wash their hands before eating. They have healthy appetites

and enjoy a lunch which includes, among other things, both cucumber and banana. They have daily opportunities for fresh air and to develop their physical skills using different resources and equipment. The childminder maintains written weekly plans with activities based around different themes. Planning is flexible to take into account children's varying needs. She observes children at play and keeps a record of their achievements which supports her planning to progress their skills. Children behave very well and demonstrate good manners as they speak politely to the childminder and show patience during play, for example, as they wait for her to get them specific toys.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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.