

Inspection report for early years provision

Unique reference number	EY256622
Inspection date	08/07/2009
Inspector	Hazel Stuart-Buddery
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 has been registered since 2003. She lives with her husband and their two children in Frimley. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with sleeping facilities available on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of five children at any one time and currently has seven children on the register, four of whom are in the early years age range. She is registered on the Early Years Register and on both the voluntary and compulsory part of the Childcare Register. The childminder is a member of the National Childminding Association and attends the local carer and toddler group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is kind and caring and treats all children with equal concern, ensuring an inclusive environment. She works with parents to ensure all individual needs are met and continuity of care is offered. Her practice is well organised and supported by a good range of detailed documentation. She is committed to continuing improvements and attends a variety of workshops to improve her knowledge and understanding which impacts positively on the outcomes of children. She reflects on her practice and uses self-evaluation to identify her strengths and areas for development, some areas for development have been addressed and as a result, children play in a better equipped garden.

What steps need to be taken to improve provision further?

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

- further develop the systems of assessing children's progress by using ongoing structured observations and use the information gathered to plan for the next steps in their development
- improve fire safety procedures by completing fire drills with all children to ensure everyone knows how to get out quickly should they need to do so.

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

- maintain written records of the date all risk assessments are completed (Safeguarding and promoting children's welfare)

22/07/2009

The leadership and management of the early years provision

The childminder's home is warm and welcoming; resources are neatly stored around the room giving children free and safe access. All issues raised at the last inspection have been addressed. A comprehensive written self-evaluation of the provision has been completed and clearly identifies the childminder's strengths and areas for development. However, the views of parents and older children about the provision are not sought and reflected upon. A good working partnership with parents ensures both written and verbal information is exchanged on a regular basis. Children's learning journeys are available for parents to view at any time and formal half yearly meetings are held to discuss children's progress and achievements and to set their future learning targets. Parents receive detailed information about the provision and sign to acknowledge they have read all policies and procedures.

Children play in a safe, secure and clean home environment where their welfare is safeguarded. The childminder has a written child protection policy and has recently updated her training in this area. She undertakes regular written risk assessments on the home and garden, although assessments for outings, while considered, dates of completion are not recorded. A fire escape plan is in place, although only practised with older children. A good range of documentation underpins the practice and ensures the safe management of the provision. All required parental consents are in place.

The quality and standards of the early years provision

Children play in a clean and well maintained home. Good daily hygiene procedures help to prevent the spread of infection. Daily access to the garden or trips to the park encourage children to develop their physical skills and get lots of fresh air. Children learn about keeping themselves safe as they listen carefully to instructions given to them, for example, not banging toys against the glass doors.

The childminder is warm and affectionate towards the children, offering extra support to those who are less confident. Children are happy and settled and confidently roam around the room exploring and investigating the resources. Good interaction from the childminder enhances the activities the children choose. For example, children sit comfortably on small bean bags and listen carefully to the story of Spot the Dog. They are encouraged to turn pages and lift flaps in order to find where Spot is and respond positively when they receive lots of praise. Children play with independence and spontaneously pick up tools from the tool bench and start banging the bench as hard as they can. The childminder makes suggestions to the children to ensure they are occupied at all times. She provides them with a bowl of rice, different size bowls and spoons. The children enjoy feeling the rice and try hard to move the rice from one bowl to another with the spoons. They receive lots of enthusiastic praise from the childminder and make lots of cooing and babbling noises as they play.

The childminder has a regular two-way flow of information with parents to ensure

appropriate information is exchanged. Regular spontaneous observations are made on the children and these are linked to the areas of learning and the early learning goals. However, structured observations are not planned on an ongoing basis to inform planning for each child's continuing development. This is an area that the childminder, through discussion, has identified as an area for her development. A learning journey is used to record what is observed and these are supported with photographic evidence and examples of children's work. A good awareness of the Early Years Foundation Stage and the commitment to continually improve her knowledge ensures she provides a balance of activities that help children make good progress in their learning and development.

Children are well behaved and begin to learn about right from wrong as the childminder is consistent with her behaviour management. Children listen carefully as they are gently reminded to share and take turns and smile happily as they are praised for 'good sharing'. Children play well alongside each other and enjoy the company of the childminder; they are gaining in confidence and show good levels of self-esteem.

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

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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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