

Inspection report for early years provision

Unique reference number	121197
Inspection date	24/06/2009
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 1995. She lives with her husband and three children, aged 10, 17 and 20 years, in Frimley, Surrey. Local shops, parks and pre-schools are all in walking distance. The whole of the house is used for childminding and children have access to a securely enclosed garden for outdoor play. The family have two rabbits and keep fish. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for five children in this age range at various times during the week. She also offers care to children aged between five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is well organised, has a good understanding of her role and provides all children with a safe, happy home for their care and development. Children have excellent relationships with the childminder and settle quickly and easily into the familiar minding environment. Inclusive practice is generally very good with children's individual needs well known and catered for. The childminder has a positive attitude to continuous improvement and develops her own knowledge and skills through ongoing training.

What steps need to be taken to improve provision further?

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

- further develop children's assessment records by recording their next steps in learning based on observations of their current abilities
- further develop the promotion of inclusive practice, for example, by obtaining key words in children's second language
- improve detail in documentation: by including Ofsted's contact address within the complaints procedure; ensuring child record forms are fully completed; by including children's full names and the year of entry in attendance records and by obtaining acknowledgement from parents of medication administered and times of children's attendance.

The leadership and management of the early years provision

Children play within a secure environment where their welfare is safeguarded. The childminder supervises children well and has a written child protection policy to support her practice. She has also attended specific training regarding safeguarding children. Good partnerships with parents are established and both written and verbal information is exchanged daily about children's individual needs. Some information about her practice is displayed and all written policies and procedures are shared. A generally good range of documentation is maintained to

support her practice, although a little detail is missing from some records, for example, full names and the year of entry within attendance records. Since her previous inspection the childminder has attended training, for example regarding planning and assessment, and has successfully incorporated the learning and development requirements of the Early Years Foundation Stage framework into her practice. She has completed a written self-evaluation of her childminding service and identified areas for development to further improve the care and learning opportunities she provides for all children.

The quality and standards of the early years provision

Children are making good progress with their learning and thoroughly enjoy themselves as they enjoy the freedom to play with toys of their choice. The childminder observes children and skilfully interacts with play to develop and progress their learning, for example, by asking children questions to make them think. She records her observations of children's achievements in Surrey Early Learning Journey records, although these records do not record the next steps in children's learning. An excellent balance of adult-led and child-initiated play ensures children experience a wide variety of activities and play to aid their development in all skill areas. The childminder plans activities around monthly themes and children have been able to learn about topics, such as the seasons, journeys, transport, recycling, gardens and colours. Planning is flexible to take into account children's individual needs and interests.

Children's social skills are well developed and they play well together, sharing resources and patiently waiting their turn, for example, to go on the trampoline. They demonstrate good manners and behave well. The childminder is quick to notice when younger children become frustrated over sharing toys and effectively uses distraction to ensure children settle happily to play. They enthusiastically sit together to make 'alien shakers'. The childminder shows them an example of what they are going to make and provides support as relevant to children's needs. Older children wrap pipe cleaners around pencils to make curly arms for their shaker whilst the childminder helps younger children with this part of the activity. Children develop and reinforce their understanding of number as they count the number of arms for their shaker and the number of beans to go inside to make it rattle. They make choices about the colour materials they use and show good fine motor control as they use scissors and glue sticks to help cut and stick foil during the activity. Children are delighted with their finished shaker and proudly run and show it to others.

Children play safely as the childminder has risk assessed her premises and identified and minimised hazards. They move freely to play either indoors or out in the garden, where they are closely supervised when they use the trampoline. They have good opportunities to develop and maintain healthy bodies through regular exercise and access to healthy food. They sit and ride on wheeled toys, play with balls and on the rocker together. They understand hygiene routines and wash their hands after outdoor play before sitting to have a snack of orange and bread sticks.

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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