

Inspection report for early years provision

Unique reference number	EY263315
Inspection date	10/02/2009
Inspector	Joanne Lindsey Caswell

Type of setting	Childminder
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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 2003. She lives with her partner and children in a residential area of Horley, Surrey, close to shops, schools and recreational facilities. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder has three cats, guinea pigs, chickens and fish.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children aged under five years. She also cares for children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and attends toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has an excellent knowledge of each child and this enables her to offer a fully inclusive environment to meet all children's personal needs. Children are kept secure at all times and there are extensive measures in place to promote children's health and safety. Regular self-evaluation enables the childminder to identify the strengths of her service and recognise any areas for development. This ensures she consistently reviews her practice and makes continuous improvement. Strong partnerships are in place with parents/carers and this ensures children make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- continue to develop the effectiveness of assessment to clearly show how activities are linked to areas of learning

The leadership and management of the early years provision

The childminder demonstrates a totally professional and very dedicated approach towards her childminding. She maintains detailed and comprehensive records which fully support children's health, safety and welfare. The childminder is fully committed towards self-evaluation and she utilises different methods in order to review her practice and identify areas for development. For example, she successfully identifies her own training needs and embarks on relevant training. She obtains feedback and advice from parents/carers and the children she cares for in order to make continual improvements to her service. Appropriate action has been taken since the last inspection which has improved the levels of safety. Good

partnerships are in place between the childminder, children's parents/carers and any other early years providers who care for the minded children. This ensures a regular exchange of information and makes a positive contribution towards supporting children's learning and development.

The childminder values the differences between children and ensures they are all treated equally and fairly. She has a very good knowledge of how to support children's learning through daily play experiences and outings. She makes good use of her observations to recognise children's different learning and developmental needs and this enables her to provide for these on a daily basis. For example, the childminder clearly recognises when children show new interests and develop new skills and she uses this information to plan appropriate activities to support their learning. Activities are planned in accordance with children's own abilities and interests and this enables all children to participate at their own level. Planning and assessment arrangements are developing well and regular information is exchanged with parents/carers regarding children's progress. However, at present, weekly planning and activities are not always linked clearly to different areas of learning. As a result, some plans do not always reflect how children's development is continually planned for across all six areas of learning.

Children's safety is given high priority and the childminder is vigilant in continually checking her home for hazards. She implements comprehensive risk assessments and is able to confidently recognise potential risks to children and take necessary precautions. The childminder has a very good understanding of her role in safeguarding children and she regularly completes appropriate training to keep her knowledge and skills up-to-date.

The quality and standards of the early years provision

Children develop very well in the childminder's care as she provides quality play and learning experiences. There is an excellent selection of toys and play materials which are stored at low level enabling children to see them clearly and make independent choices. The playroom offers an exciting and inviting environment for children. Younger children enjoy the freedom to explore all the toys and the childminder interacts closely to support learning and extend children's development. Children feel very secure with the childminder as she is particularly attentive towards their differing needs. She recognises when children are tired and hungry and children benefit from plenty of physical affection, comfort and emotional support. The childminder interacts positively with all children and is very proud of their achievements. She celebrates achievement with children when they manage something for the first time and she provides children with high levels of praise and positive attention. As a result, children are confident and feel very good about themselves.

Children's communication skills are developing well as the childminder consistently talks to children and promotes their language through songs, stories and by looking at books. Children who are learning English as an additional language are particularly well supported as the childminder works closely with parents/carers to enable them to understand and become familiar with other languages children use

at home. The childminder makes full use of the local area to extend children's learning and develop their knowledge of the wider world. For example, children regularly socialise with other children and enjoy outings to the farm, park and coast. The childminder's large family and the presence of older children helps younger children to socialise and interact with others. This helps all children to feel part of the family and develop a very strong sense of belonging.

Children develop an excellent understanding of how to keep themselves healthy as the childminder presents herself as a strong role-model. As a result, children fully recognise the importance of washing their hands after toileting, after handling the family's pets and before eating. Fun routines and reminder notices displayed in the cloakroom help children understand how to wash their hands thoroughly to protect themselves from germs and infection. Comprehensive measures are taken throughout the home to protect children from cross-infection and this contributes fully towards supporting children's healthy development.

Children have a good understanding of the importance of safety as the childminder has clear procedures in place to keep children safe whilst at home and on outings. Evacuation routines are regularly practised and this helps children understand what to do in the event of an emergency.

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?	1
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?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 the last inspection.

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.