

Inspection report for early years provision

Unique reference number	EY242300
Inspection date	29/01/2009
Inspector	Joanna Scott
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2002. She lives with her husband and two children aged four and seven years in Horsell, close to Woking town centre. Access to her home is via six steps from street level. The whole of the ground floor of the property is used for minding, with sleep facilities provided upstairs. There is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding six children, all of whom attend on a part-time basis. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder lives in walking distance of local schools and other amenities such as shops and parks. The family have a cat and a dog.

Overall effectiveness of the early years provision

The children are happy, confident and enjoy their time with the childminder. They are making good progress in their learning and development. The childminder demonstrates that she knows them well and is able to meet each child's needs in this inclusive and welcoming environment. The childminder has implemented systems to evaluate her provision, and this is driving continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that issues identified in the risk assessment are addressed, for example access to some cleaning chemicals and a mirror at low level, and ensure that continued monitoring of risks takes account of the condition of outside steps
- continue to develop the systems in place for assessment of children's progress across the early learning goals, and actively encourage parents to take a role in identifying next steps to work together to support children's learning.

The leadership and management of the early years provision

The childminder has effective systems in place to evaluate her provision, and is using this to drive continuous improvement. For example, she is proactive in accessing training to develop her skills and knowledge, specifically in childcare and child development, the Early Years Foundation Stage (EYFS), and child protection. She has well thought out procedures which relate to her provision, some of which are shared verbally and some which are reflected in written policies for parents. She has enthusiastically implemented the EYFS, making good use of daily diaries to record children's progress and cross referencing these to tracking records in each

child's Learning Journey pack. Her emerging systems for evaluation do not yet actively involve parents, to identify children's next steps together. She has systems for risk assessment, although there are some issues yet to be resolved to fully protect children.

The childminder gives high regard to working in partnership with parents, and where appropriate to others delivering the EYFS. She keeps up to date with what the children are learning about at school, and supports this at home. For example when young children are learning about rainbow colours with their teacher, she plans an activity making mosaic pictures from multi coloured tiles, which the children then take into school. This reinforces and extends children's learning and enjoyment. The childminder makes effective use of space, reviewing how she places her furniture so that children have room to move and play.

The quality and standards of the early years provision

The children are happy and confident and enjoy very warm relationships with the childminder, and each other. They particularly enjoy imaginative play, and the childminder provides a good range of resources and play materials to facilitate and extend their play. For example the children develop control of their bodies as they independently dress up. Each cooperates, and helps the other to do their dresses up, taking time to successfully fasten the buttons. They sit and sort through a basket of clothes, and the childminder encourages them to match shoes into pairs. The children demonstrate that they understand how things work. They role play with a mobile phone taking photographs and playing music to dance to. They set out the picnic resources, and dress dolls as they enjoy their imaginary game. Today they are princesses enjoying a day out at the seaside!

The childminder plans a very good mix of adult led and child initiated play. She gives thought to what the children in her care enjoy doing, and ensures they are meaningfully challenged. The children roll and mould pink play dough, and use tools to make hedgehogs, hippopotamuses and crocodiles. They talk about making the dough, adding the food colour and glitter to make it sparkle. The childminder provides activities which promote the children's development, for example making soap sculptures, and threading shells to decorate the garden. Through day to day activities the childminder encourages the children to develop their numeracy and communication skills, for example they count the blueberries at lunch time and work out some simple calculations as each one is eaten.

The children learn about their own safety. They have daily opportunities to talk about road safety as they walk to and from school, and they think about fire safety as they practise evacuation. The children behave very well, they understand the childminder's expectation to get along and have fun, and this helps children to feel valued and value others. Children enjoy healthy well balanced meals provided by the childminder. She helps children develop a positive attitude to healthy eating through activities such as growing sprouts and courgettes. The childminder takes children to the park where they can play actively, and they go for regular walks. During the warmer months the childminder makes good use of the garden,

ensuring children have lots of toys to ride on and manoeuvre, and resources such as sand play to enjoy.

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?	3
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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide a written policy to reflect the safeguarding/child protection procedure and share this with parents (Arrangements for Safeguarding Children) (applies to both parts of the Childcare Register) 20/02/2009
- provide a written policy to reflect the procedure for dealing with complaints and share this with parents (Procedures for dealing with complaints) (applies to both parts of the Childcare Register) 20/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified to provide a written safeguarding/child protection policy (Arrangements for Safeguarding Children) (applies to both parts of the Childcare Register) 20/02/2009
- take action as specified to provide a written complaints policy (Procedures for dealing with complaints) (applies to both parts of the Childcare Register) 20/01/2009

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.