

Inspection report for early years provision

Unique reference number	EY301098
Inspection date	14/01/2009
Inspector	Louise Bonney
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 registered in 2005 and is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She lives in Farnham, Surrey. The downstairs area of the childminder's house is predominantly used for childminding, and there is a fully enclosed garden for outside play. The premises are easily accessible.

The childminder has seven children on roll, all within the early years age group. A maximum of six children may attend at any one time. The childminder walks to local nurseries to collect children. The childminder attends the local parent/toddler group. The family has a cat and a dog.

The childminder is a member of the Surrey Childminding Network. Her qualifications include a National Vocational Qualification at Level 3 in childcare and education.

Overall effectiveness of the early years provision

Children enjoy attending the setting and participate in an exciting and imaginative range of activities that help them make good progress towards the early learning goals. Children receive an excellent level of care, where their health and safety is assured through the effective procedures in place. The childminder provides an inclusive environment where all children feel valued and welcome and provides excellent support for their health and safety. She has high expectations of herself and the children, and continually makes improvements to her own knowledge and the provision generally through attending training and thorough self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to develop understanding of the Early Years Foundation Stage to link children's progress to the early learning goals and broaden the identification of children's next possible steps in learning

The leadership and management of the early years provision

Children benefit from the efficient organisation of the provision. They have a wide range of resources to select from, which are supplemented by those the childminding network provides. The childminder develops, implements and regularly reviews her comprehensive policies and procedures, which she shares with parents. She maintains her documentation and records very well. This safeguards children and supports their welfare.

The childminder evaluates her provision thoroughly. She develops her own

knowledge by regularly attending training, such as for safeguarding children, and through seeking support from the Surrey Childminding Network Coordinator. She identifies areas for development, implements changes and reviews their effectiveness, such as her new system for monitoring children's learning and development. This reflects her commitment to providing a high quality environment for the children.

The childminder develops good partnerships with parents. Parents agree the care their children receive through the completion of contracts and consent forms. The childminder and parents share information about children's activities and care both at home and in the setting through clearly written information about the setting, a daily diary and discussions at handover. The childminder and parents create a collage reflecting children's individual home experiences. This helps the childminder build on and reflect important aspects of children's backgrounds within her setting, such as their culture. Parents help establish links between the childminder and other providers, such as nurseries, to support continuity in provision for the children.

The quality and standards of the early years provision

Children receive excellent support for their welfare. The childminder gives emotional support when they seek a reassuring cuddle. They develop very good behaviour and share resources well. They ask the childminder for help when another acts inappropriately rather than retaliating, and learn how to take account of each other's feelings. Children participate well during adult-led activities, which toddlers and preschool children thoroughly enjoy at their individual levels of development. This promotes appropriate behaviour for learning. The childminder rigorously risk assesses and reviews activities indoors and outdoors and effectively reduces hazards. Children know the rules of conduct when near horses and experience grooming them with the childminder's close supervision. They visit the fire station and the childminder organises regular fire practices and gives children a certificate to stimulate further discussion at home. They learn to manage tools safely as they help dig the garden and play on large apparatus, such as slides. This helps children develop excellent strategies for identifying and managing risks. Children have home-prepared and nutritious cooked teas that take into account their likes, dislikes and any dietary requirements. They consider whether they have had their 'five a day' using a wall chart. This encourages children to develop healthy appetites. Toddlers and preschool children follow fun procedures that help them develop good habits for supporting hygiene, such as seeing how many bubbles they can make when washing their hands and putting their paper towels straight into the bin after use.

Children participate in a wide range of exciting and stimulating activities that support learning in all areas of the Early Years Foundation Stage. The childminder leads some activities, such as when she provides ice cubes for the children to handle, suck and try to stack, and a large block of ice, which they sprinkle salt on and then colour to show the holes made. Children derive much enjoyment from their activities, which provide good opportunities for exploration and learning at levels suitable for their individual needs. The childminder interacts with the

children well. She introduces new language, such as quick rhymes and encourages children to fully explore and express their ideas verbally. Children enjoy listening to stories and the childminder encourages them to participate as they name the characters and describe what is happening. This develops their communication and thinking skills well. The childminder uses opportunities to extend children's understanding by building on their experiences, such as camping holidays or flying on an aeroplane, through role play, construction activities and looking at maps. This helps children make good progress in their learning and development. The childminder is observing how children progress and identifies their next steps in learning, which helps inform planning. She has a system set up ready, but not yet in use, to link these observations to the early learning goals to more rigorously assess their progress. She identifies children's next steps, although these sometimes narrowly reflect a specific activity, such as jigsaws, rather than a learning concept, such as shape and space. This impacts on how effectively she plans for children's learning.

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?	1
How well are children helped to stay safe?	1
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?	1

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.