

Inspection report for early years provision

Unique reference number	EY231866
Inspection date	22/01/2009
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).

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 three children aged 19, 16, and 12 in a residential area of Woking, Surrey. Childminding takes place on the ground floor only, and children have access to a lounge, dining room, kitchen/diner, cloakroom and playroom. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years. She is currently caring for two children in the early years age range, one of whom attends on a part-time basis. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools, parks and a gym group for children. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The children are settled and play happily. The childminder has a limited understanding of the requirements of the Early Years Foundation Stage (EYFS), but she understands child development so children do make progress in their learning and development. She has begun to implement a system of self-evaluation. She liaises with parents to ensure that children's individual needs are met.

What steps need to be taken to improve provision further?

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

- continue to develop skills and knowledge about the EYFS; ensure that a mix of adult-led and child-initiated play is provided, with adult support to extend children's learning fully across all areas of learning, and use any systems of assessment to identify children's next steps and influence future planning
- review safety procedures and risk assessments regarding access to the pond at the front of the house, ensure parents and carers are clear about the dangers, and that responsibility for the supervision of children accessing and leaving the premises is agreed
- improve the current systems for self-evaluation, to ensure a breadth of cover across all areas of the provision, to better drive continuous improvement

The leadership and management of the early years provision

The childminder has a positive attitude to meeting the needs of the children in her care. She has attended the compulsory first aid training, but has not developed her knowledge and skills about the EYFS. Children do make progress because the childminder provides a mix of learning opportunities in and out of the home. When considering what she will do with the children each day, the childminder does not

specifically consider how they will make progress across the areas of learning through adult-led and child-initiated play. She shares information with parents mainly on a verbal basis, and does provide a written summary of children's achievements once a year when contracts are reviewed. She has formed links with children's key workers at other settings, so is aware of the themes and topics children learn about when out of her care, and is able to talk about this with them. This is particularly relevant to older children who attend a phonics group, and this helps to reinforce their learning.

The childminder has given regard to evaluating the service she provides. This has successfully identified some areas for improvement, such as developing her record keeping and having written complaints and child protection/safeguarding policies, which she will share with parents. However, her evaluation does not cover all aspects of her provision so does not drive continuous improvement effectively in all areas. The childminder has a system for risk assessment to protect the children in her care. This identifies issues, such as not using the back garden whilst building works are being completed next door, and disabling the lock on the toilet door so that children cannot get locked in. She takes into account access to a pond at the front of her home when children are in her care, but this does not include parental responsibilities on arrival and departure to ensure that children's safety is consistently managed.

The quality and standards of the early years provision

The children play happily. They confidently move between the sitting room and play room to independently make choices from a satisfactory range of resources. Sometimes the provider plans activities, such as making play dough, and cooking biscuits. The children enjoy a mix of activities in and out of the home. They regularly attend a gym club with the childminder, where they use low level climbing apparatus and develop their physical skills as they climb and roll. The childminder ensures she books into sessions that are suitable for children's stages of development, for example attending an unstructured session with younger children. The childminder takes children to the park, and makes visits to garden centres where they talk about the world around them. For example, collecting autumn leaves to make a picture, and looking out for birds and aeroplanes. She talks to children about numbers and colours and letters and sounds. When they are walking she encourages children to notice number plates and signs. This promotes children's early literacy and numeracy skills.

The childminder provides home cooked meals, which she generally pre-prepares. The children talk about their favourite foods, saying they particularly like her sandwiches and pasta. Children sometimes have a snack, and are offered drinks regularly to ensure they are not thirsty. The childminder takes children's individual needs into account when providing food. Older children independently understand they use their own towel when hand drying, and this protects their health. The children are beginning to think about their own safety. The childminder talks to them about road safety when they are on walks. She has a clear evacuation plan, although this is not practised with the children. The children behave well. They

understand the childminder's expectations, and respond to her encouragement and praise.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.