

Inspection report for early years provision

Unique reference number	EY260116
Inspection date	26/02/2009
Inspector	Joanne Lindsey Caswell
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 2003. She lives with her partner and children in a residential area of Horley, Surrey, close to the park, schools and transport links. Childminding mainly takes place on the ground floor of the childminder's home, with the exception of the first floor bathroom. There is a fully enclosed garden available for outside play. The childminder has two dogs, tortoises, an indoor rabbit, birds and guinea pigs.

The childminder is registered to care for a maximum of four children at any one time. She is currently caring for four children aged under five years. She also offers care to 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 and pre-school groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a very clear understanding of each child's individual needs and she uses this information extremely well to offer a fully inclusive environment. As a result, all children enjoy their learning as the childminder adapts her provision to support all children's differing needs. Children are safe and secure at all times as the childminder is vigilant in recognising potential hazards and takes relevant action to promote children's safety. Partnerships with parents/carers are good and the childminder is beginning to involve parents/carers and early years settings in her assessment procedures. Regular self-evaluation helps the childminder to continually identify the strengths of her provision and prioritise areas for development, reflecting her commitment towards making continuous improvement.

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 information, knowledge and expertise shared between parents and practitioners, to help support and extend children's learning and development
- consider developing the range of written information provided for parents/carers regarding the Early Years Foundation Stage

The leadership and management of the early years provision

The childminder demonstrates a strong commitment towards supporting all children and welcoming them into her home. She values each child as an individual and is skilled in adapting the routine to support every child. For example, the

childminder plans activities which incorporate children's current interests and she sensitively supports children in overcoming fears and anxieties, through fun, practical activities. The childminder positively promotes children's learning and development in all areas and encourages children to become independent, active learners. For example, she helps children to look up information in reference books to support their interests and to gather information from the internet.

The assessment procedures are developing well and the childminder uses information gathered from her observations of children's learning to plan for their next stages in development. As a result, children's learning is planned across all six areas of learning. Information is exchanged with parents/carers on an informal basis regarding children's progress, although, as yet, parents/carers and other early years settings which children attend, are not yet fully involved in the assessment process. This restricts them from contributing their own knowledge of each child's current stages in learning. Good information is provided for parents/carers regarding the care provision, although limited information is available for parents/carers regarding the learning and development aspects of the Early Years Foundation Stage. As a result, parents/carers are not yet fully informed about how children's learning is planned for through daily practical experiences.

Good procedures are in place to ensure the childminder reflects on her provision and seeks out relevant methods to improve and enhance her practice. She has made good progress in meeting the recommendation raised at the last inspection and is committed to making ongoing improvement. The childminder has a secure understanding of her role in safeguarding children. She attends relevant training and understands her responsibility in promoting children's welfare. Daily risk assessments ensure all areas of the home are consistently checked for hazards and necessary action is taken to continually keep children safe.

The quality and standards of the early years provision

Children achieve well as the childminder utilises daily play and practical experiences to support children's development and make learning fun. For example, children develop good literacy skills as the childminder encourages children's language through conversation. She reads stories to the children and they develop their interest in reading by making their own magazines. Many practical activities encourage children to count and develop awareness of number, shape and colour recognition. Good use is made of the local area to extend children's learning and broaden their experiences. For example, children go for walks; they enjoy active play at the soft play centre and regularly visit the park.

Children form strong friendships with other children and learn to play cooperatively. They develop good skills in independence and take care of their personal needs. The childminder actively promotes positive behaviour and promotes herself as a strong role model. As a result, children are polite and courteous to one another and share and take turns in their play. Children behave very well as they understand the childminder's simple house rules, which encourage them to show respect for one another and their belongings.

Children develop strong awareness of the importance of keeping healthy. They recognise the importance of personal care routines which help to protect them from infection. As a result, children clearly understand why they must wash their hands after touching the childminder's pets, after toileting and before eating. Good precautions taken by the childminder help to guard against the spread of illness and infection.

There are good systems in place to help children understand safety routines. They recognise the importance of crossing roads safely and staying close to the childminder whilst on outings. Comprehensive care routines have been devised by the childminder ensuring children are consistently kept safe 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?	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

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.