

## Inspection report for early years provision

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<b>Unique reference number</b>	EY301362
<b>Inspection date</b>	08/06/2009
<b>Inspector</b>	Ann Moss

<b>Type of setting</b>	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 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 2005. She lives with her adult daughter in the village of Fetcham, Surrey. There is easy access to the premises. The whole ground floor is used for childminding, with toilet and sleeping facilities provided on the first floor. There is a fully enclosed garden available for outdoor play. The childminder walks or drives to school to take and collect children, and makes use of local facilities such as the park. The family has a pet rabbit and a dog.

The childminder may care for a maximum of four children at any one time. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age group. The childminder works weekdays, term time only.

## **Overall effectiveness of the early years provision**

Overall, the childminder provides good quality care for children. Children gain a strong sense of belonging in this inclusive and caring environment where their contributions are respected and valued. The childminder's partnership approach with parents is effective and ensures all children's welfare and development needs are identified. The childminder is reflective of her practice and has identified areas for continuous improvement, such as workshops on promoting positive behaviour, story telling and cooking with children. This promotes positive outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- continue to develop methods of observing children and using the observations to identify and plan for their next steps in learning
- further develop the risk assessment to include each type of outing undertaken
- carry out an evacuation drill and record details in a fire log book of any problems encountered and how they were resolved.

## **The leadership and management of the early years provision**

Children are well safeguarded. The childminder ensures that suitability checks are completed on all adult members of her household. She is fully aware of her responsibility regarding child protection issues and keeps her knowledge and skills up-to-date through attending training. Risk assessments are routinely evaluated, updated and recorded. However, the risk assessment for outings does not take account of each outing undertaken. This has implications for children's continual safety. She organises her home and daily routine to ensure that it is appropriate to meet the changing needs of children and parents. Documentation is well

maintained and supports inclusive practice for all.

The childminder is keen to develop her knowledge and skills for the benefit of children. She seeks out appropriate methods to enhance this such as her commitment to attending workshops, seminars and research, for example, reading materials. The childminder has established a good partnership approach with parents. Written policies and procedures, which are shared with parents before commencement, and opportunities for daily exchanges of information help to keep them well informed about the service offered and their child's day. This helps to build a secure and trusting relationship between children, parents and childminder.

## **The quality and standards of the early years provision**

Children thoroughly enjoy their time spent with the childminder. They take pleasure from the welcoming and inclusive environment in which they have good opportunities to relax, socialise and have fun with their peers after a busy school day.

Children have good levels of achievement in relation to their starting points and capabilities. The childminder looks carefully at the children in her care, considers their needs, interests and stages of development and uses this information to plan a balance of adult-led and child-initiated activities that are challenging, enjoyable experiences across all six areas. Regular observations and discussion with parents and others help to identify aspects of children's progress. However, the children's next steps in learning are not sufficiently identified or planned for. This impacts on children's continuing development.

Children have high levels of communication. They initiate conversation with ease with both their peers and adults. They use a wide range of vocabulary well, ask questions and express their opinions openly and with confidence. This supports their emotional well-being and strengthens their sense of belonging. They show confidence in their decision making as they select activities with ease and organise their time in purposeful play. Opportunities for problem solving, reasoning and numeracy are evident as they participate with enthusiasm in games such as jenga, go goes and trump cards. They experiment with sound and rhythm as they play with musical instruments such as Boomwhackers. Children have the opportunity to perfect fine motor skills as they use tools such as fine pencils when drawing or a trowel when planting seeds. Children's behaviour is exemplary. They are kind and considerate. They listen well and are adept at negotiating when sharing and turn taking, promoting inclusion. Children have fun, laugh with enjoyment and enjoy the company of others.

The childminder has policies and procedures in place that are relevant to children's good health. Children understand the importance of effective hygiene practice and automatically wash their hands after visiting the toilet or playing outside. Children eat healthy snacks, provided by parents, and regular drinks ensure children remain hydrated. Regular discussion about safety issues, such as stranger danger and road safety, help children to understand the importance of keeping themselves

safe. However, children do not participate in regular evacuation drills to ensure that they are fully effective and children understand what is expected on them.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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## **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