

Inspection report for early years provision

Unique reference number	507522
Inspection date	18/03/2009
Inspector	June Fielden
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 1996. She lives with her husband and two children aged nine and five in Redhill, Surrey, close to shops, parks and schools. The whole of the ground floor plus two bedrooms on the first floor are used for childminding. There is a fully enclosed garden for outside play. The family have a cat and two guinea pigs as pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group, and offers care to children aged up to eight years. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder regularly attends local toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a warm and welcoming environment for children. She has a good understanding of their starting points and individual needs, in order to promote their welfare. Children are offered well organised activities, to ensure that they make the most of the time that they spend in the childminder's care. She liaises effectively with parents and others concerned with children's wellbeing, and is well aware of her strengths and areas for further development.

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 system for planning, observing and assessing children to further support their development

The leadership and management of the early years provision

The childminder maintains a good relationship with parents. She is happy to speak to them at the beginning or end of the day, and makes them aware of what children have been learning. The childminder seeks parents opinions at the regular review meetings she has with them, and has recently asked them to complete a questionnaire about the service she offers. Letters from previous parents show that they were pleased with the standard of care provided for their children. The childminder completes daily diaries for young children and ensures that she follows parents' wishes. The childminder also makes children's development records available to parents, and they are welcome to stay for a while to observe the activities their child is involved in with her. Children are protected from harm, as she has an effective safeguarding policy and keeps her knowledge of this subject

up to date through her research.

The childminder has a well organised collection of records, policies and procedures in place to ensure children's welfare. She has also attended several training sessions on the Early Years Foundation Stage and renewed her first aid training since her last inspection. Through the self evaluation of her practice the childminder has efficiently identified her strong points, which include making herself approachable to parents and continually striving to connect with them. Also her risk assessment system and the way in which she instils children with a sense of fairness and teaches them good manners. She understands the areas she needs to work on to further develop her practice and has made all the improvements recommended at her last inspection. These include obtaining a stimulating collection of small figures from different cultures depicting people with disabilities and a collection of books to promote children's understanding of diversity. She has also ensured that her garden is free from hazards.

The quality and standards of the early years provision

Children are provided with activities that cover all areas of learning and are aimed at their particular needs. The childminder makes regular observations of children which are used to assess their abilities and show their next steps in learning. These assessments then inform future planning. In order to further support children's development the childminder is currently reviewing her systems for planning, observing and assessing children, to ensure they are fully in place. There is an effective balance of adult led and child initiated activities, with children being able to choose what they wish to do for much of the time they spend at the setting. The childminder finds out about children's starting points from parents when minding commences, including details such as their ability to identify different colours. She also exchanges information with staff at the other provisions children attend, and works on anything they identify as an area in which a child needs more support. The childminder raises children's awareness of different cultures by celebrating festivals such as Diwali. When the childminder talks to children about activities they have previously been involved in they are able to recall events from the past, such as playing in the snow. She develops their language skills as she engages them in conversations at snack time, which the childminder makes into a sociable occasion for children. They are introduced to number activities through everyday tasks, such as counting their fingers, or the number of steps they walk down. The childminder interests children in books by having a quiet story time when she reads to them at the end of the day.

Children are made aware of the need to eat healthily, and are provided with pieces of different types of fruit for their snacks. Water is available to them at all times, to ensure they are not thirsty. Parents provide children's meals and the childminder stores them appropriately, monitoring what they eat, to ensure they have a well balanced diet. She efficiently raises children's awareness of healthy habits, telling them why she washes her hands after feeding the guinea pigs. Children clean their hands before they eat, after visiting the park, going to the toilet or petting the animals, in order to avoid the spread of infection. The childminder is vigilant about children's safety. She speaks to them about how to cross the road safely, and the

danger of speaking to strangers. Effective safety measures are in place in her home, such as the use of stair gates, to prevent children accessing areas of the childminder's home unsupervised. She has a comprehensive risk assessment policy and keeps a record of her risk assessments which are regularly reviewed, to maintain children's wellbeing. Children are praised for small achievements, such as a young child saying a new word. The childminder encourages them to share and frequently repeats the saying, 'sharing is caring', and children show that they understand what this means. She plays games with them and teaches them to take turns. Children use a laptop with educational games, to make them familiar with information technology. They are introduced to food from other cultures and provided with dressing up clothes to promote diversity. The childminder also engages children in discussions about people with different types of disabilities.

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
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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.