

Inspection report for early years provision

Unique reference number	120472
Inspection date	29/04/2009
Inspector	Amanda May
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 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 has been registered since 1999 to provide care for children under the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her family in Byfleet and has two children aged 11 and nine years old. Minded children have access to the whole of the ground floor with toilet facilities provided in this area. There is a fully enclosed garden available for outside play. There are currently six children on roll in the early years age group.

The childminder is a member of the National Childminding Association and a member of the local childminding network. She is also an accredited childminder. The family have a dog, two cats and two guinea pigs as pets.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Exceptional procedures are in place to evaluate the provision and the childminder has a very good awareness of how to develop her setting further to improve outcomes for children. The childminder attends regular training to update and refresh her knowledge and chooses specific courses which will benefit the children who attend in their particular needs and interests.

All children receive a high standard of care and attention and the childminder ensures she works closely with parents to ensure children who have learning difficulties and disabilities or other specific individual needs are fully catered for.

What steps need to be taken to improve provision further?

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

- ensure continuity and coherence when children receive education and care in more than one setting by developing procedures for sharing relevant information with each other and with parents
- develop methods for using observations, assessments and identified learning priorities to plan relevant and motivating learning experiences for each child.

The leadership and management of the early years provision

The childminder is very well organised in her provision of care and early learning. Documentation is clearly organised and information is effectively shared with parents to ensure they are kept well informed of their child's development and experiences whilst attending the setting. The childminder seeks feedback from parents through questionnaires and reflects on this to develop specific areas of her service. The childminder is a member of a network group and therefore benefits from receiving further support in constantly assessing the provision and making

changes where appropriate.

Children are safeguarded exceptionally well. The childminder risk assesses all aspects of her provision and demonstrates a very good understanding of how to promote children's safety when on outings and trips. The childminder has a secure and thorough awareness of issues surrounding safeguarding children and is confident in how she would implement her procedures to ensure children are protected from harm.

Parents are kept well informed about the childminder's service and copies of written policies are provided to them to allow them to review them easily at any time. The childminder discusses with parents children's achievements in their learning and development and has made a good effort to forge partnerships with another early years provision attended by a child. Links have also been made with health visitors and the local authority to support children depending on their needs. However, although partnerships are secure in some areas, the childminder has not yet attempted to develop such strong links with each early years provision that other children attend. Therefore some children may not be receiving care and learning opportunities which reflect and extend those offered elsewhere.

The quality and standards of the early years provision

Children are making good progress in their learning and development and benefit from very high standards of care. Children learn about how to be independent as they take many choices during play. Their awareness of language and literacy is promoted through them choosing resources which are labelled with pictures and words. This helps children to become aware that writing carries meaning. Children enjoy using the garden and attempting simple challenges provided by the childminder. Outside play equipment provides challenge for children of all ages and as they play children develop an awareness of the benefits of keeping active as they run around. Children also develop their understanding of making healthy choices at snack and meal times. The childminder encourages children to sit together around the table as they develop social skills and talk about which foods are healthy choices and what sandwich fillings would be good for them to eat.

Children are also encouraged to develop an awareness of the world around them as they help the childminder to plant seeds in small plant pots. Children's activities are extended through craft activities being provided which encourage children to stick pre-cut materials to make a garden collage. Younger children show interest in developing their fine motor skills and practise using scissors. They are supported well and concentrate hard as they cut different pieces of paper. Children are careful as they play and explain to each other that they must take care with scissors as they can be sharp.

The childminder has secure systems in place to observe children in their interests and uses these observations to identify children's next individual steps in learning. The childminder has some ways of ensuring activities are provided to develop children's interest, although these are not always planned immediately to ensure that each child is supported quickly with specific and relevant activities. The

childminder discusses with parents about children's interests from home and uses resources that children enjoy to promote different areas of learning, for example using dolls to encourage an awareness of appropriate behaviour and the difference between right and wrong. Children get on very well together and enjoy one another's company. They lead their friends by the hand to invite them into their play and children smile happily enjoying the close friendships and relaxed atmosphere provided.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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