

Inspection report for early years provision

Unique reference number	EY297332
Inspection date	12/06/2009
Inspector	Anne Nicholson
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 was registered in 2004. She lives with her husband and three children (two of whom are of school age) in a residential area in the Addlestone, New Haw area of Surrey, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with access to an upstairs bathroom only. She has a fish tank.

The childminder is registered to care for a maximum of four children under-eight years at any-one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are identified and their welfare and learning are promoted through the childminder's use of documentation and policies. They receive care in an environment where consideration is given to safety through the use of risk assessments to highlight potential hazards. The partnership with parents is positive and information is gathered on contact detail forms highlighting children's individual personal requirements. Reflective practice is developing through the childminder completing a self-evaluation process and beginning to identify areas of strength within her provision and those areas where further development may be required.

What steps need to be taken to improve provision further?

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

- develop a system for gathering information about children's starting points to support planning for children's individualised learning and to ensure that their overall progress through the early learning goals is clearly identifiable
- ensure that there is sufficient information about the medical condition of any child and the medicines that they may need to take
- develop resources and opportunities for children to gain an awareness of the wider world and to develop positive attitudes to diversity and difference, so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society

The leadership and management of the early years provision

Children receive care in a welcoming environment and have opportunities to access resources, inside and outside, for themselves as well as requesting them from the childminder. They follow a daily routine that includes any school runs, outings to parent/toddler sessions, activity sessions, periods of rest and times to eat. There is a selection of information and documentation in place for parents to see that ensures that children's individual requirements are recorded however some aspects require more detail to ensure children's on-going health requirements remain met. Her knowledge and understanding on both the contents of and how to implement the Early Years Foundation Stage (EYFS) learning and development requirements is sound however base-line assessments on children's abilities on entry are not clearly identifiable and therefore neither is their overall progress through the early learning goals. Children remain protected as the childminder has a clear understanding of her role and responsibilities in relation to safeguarding and child protection.

The quality and standards of the early years provision

Children build good relationships with the childminder and her family and appear comfortable within her care and home. Their welfare, learning and development opportunities are met through a range of activities, for instance playing with resources at home or in the garden and attending activity sessions at the local Children's Centre. The childminder demonstrates an awareness of their likes and dislikes and provides them with resources and play opportunities that she knows they like. Children benefit from the childminders understanding of the EYFS and learning and development requirements as she plans activities, completes observations and assessments and identifies areas where she can assist them in making developmental progress. Children enjoy participating in creative activities and created a poster to show images of different people around the world whilst developing their understanding of who receives support from Red Nose Day fundraising. There are some activities and resources available that promote the local community, natural world and other cultures to children however reviewing and increasing the range available will provide them with a greater awareness of the wider world. Children are supported in developing their independent skills through being encouraged to put on their shoes and using the toilet with minimal assistance. Children can easily access a selection of resources and this supports their independence and allows them to make their own choices. Photographs of the activities children enjoy are beginning to be added to the children's 'Learning Journey's' showing their achievements and these are used alongside other observations the childminder may make to show what they have completed whilst with her and support their progress.

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

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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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