

Inspection report for early years provision

Unique reference number	EY317203
Inspection date	10/08/2009
Inspector	Melissa Cox
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).

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 has been registered since 2005 by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their child aged four years. They live in a detached house in Frimley Green. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet facilities available on this floor and provision for children to sleep available on the first floor. There is a fully enclosed garden available for outside play.

The childminder is a member of the National Childminding Association and attends the local carer and toddler group. She holds a valid first aid qualification. She is registered to care for a maximum of five children at any one time, of these, not more than two may be in the early years age group and is currently minding three children in the early years age range and two children on the childcare register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a thorough knowledge of individual needs and the Early Years Foundation Stage (EYFS). This means children are motivated to learn, have fun and make good progress in their learning and development. Children enjoy choosing and exploring a good range of resources and enjoy their play in a safe and secure home. The childminder monitors and evaluates the provision and demonstrates a firm commitment to the continuous improvement of outcomes for children.

What steps need to be taken to improve provision further?

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

- further promote the good health of the children by ensuring handwashing routines are consistent

The leadership and management of the early years provision

The childminder shows a commitment to developing the service she provides. She undertakes a range of training to keep her up-to-date with current practice. The partnership with parents supports the care and welfare of the children. This starts with a flexible settling in period to make sure everyone is happy with the arrangements. Daily information is readily exchanged and parents are encouraged to regularly view their child's developmental file and contribute to their learning. Links with other provision the children attend make sure the childminder knows what they are doing so that she can complement the care and education they receive elsewhere. Children's development is sensitively monitored as a matter of course. This enables the childminder to pick up on any areas of concern at an early

stage.

The childminder has devised comprehensive policies and procedures, and has all the required records in place to support and ensure children's needs are met. The childminder's record-keeping is well-maintained and professionally organised which helps her to use the information effectively to support the children in her care. She has a good understanding of her safeguarding policy and is aware of the procedures to follow if she was concerned about a child. The childminder has developed a range of risk assessments and taken action to minimise risks to the children in her home, garden and on outings. Children play freely and confidently move around the ground floor of her house and into the garden.

The quality and standards of the early years provision

Children's learning and all round development are well supported as the childminder offers a wide range of planned, but flexible, play opportunities which are positively matched to the children's differing ages and abilities. All children are very happy and contented in this friendly environment as they have warm working relationships with the childminder, who is ready with a reassuring cuddle when needed. Older children are considerate towards younger children as they include them in their games and all children enjoy shared trips during the holiday periods. Children can choose what to play with from a range of activities stored on the shelves in the playroom or that have been selected by the childminder which helps them make progress towards the early learning goals.

The childminder supports children well in their play and learning, sitting and observing, whilst being quick to talk to the children about what they are doing and asking simple questions to promote their thinking and listening skills during activities. Children's activities and progress are recorded in individual learning files with written observations about the activities they have enjoyed, what aspects of learning they reflect and what could be children's possible next steps in learning.

Older children communicate well as they talk with peers and younger children's language flourishes as the childminder listens well and provides a running oral commentary during activities. All children enjoy books and stories, developing their appreciation of literature and even young children show great competence when using a variety of hand held implements for mark marking showing early writing skills. Messy play opportunities are grasped with delight by the children as they stick, paint and design their own pictures with a range of craft materials demonstrating their creative competence. Supporting children's basic skills such as counting for younger children and solving more complex maths problems for more competent children is a regular feature of the childminder's interaction with the children and the play activities on offer. The skilful use of a song sacks to promote an interest in music and singing along with a good selection of musical instruments capture the children's attention. Outings both locally, and farther a field, help children to develop their knowledge of the local community. Opportunities to undertake activities in the garden, such as counting the baby frogs help children to develop their knowledge about the seasons and nature.

Children are welcomed into an environment that is safe and secure where they are prepared for future independence. Children know what to do in the event of a fire at the premises and the childminder has a well thought out evacuation plan. Children's health is well promoted. They are cared for in a hygienic environment and are beginning to develop a healthy lifestyle although some routines for example hand washing are not always consistent. They enjoy a healthy morning snack of fresh fruit, such as, kiwi fruit or apples. The childminder actively encourages the children to play outside daily in the fresh air and children's large and small physical skills are developing quickly as they play with a variety of equipment in the garden and the park. Robust systems are in place should children become ill or have an accident and the childminder gathers information from their parents regarding health issues before children attend to ensure their needs are met. Children behave well in the childminder's home and show a good level of care and consideration for others. They are polite and are learning to share resources. The childminder praises their efforts and fosters an environment where children are valued and respected. Parents and the childminder talk regularly at the end of the day. This supports the continuity of the children's care and learning.

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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