

Inspection report for early years provision

Unique reference number	EY386470
Inspection date	24/06/2009
Inspector	Amanda Shedden
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 2008. She lives with her husband and one school aged child in Egham in Surrey. The whole of the property is used for childminding; there is a fully enclosed garden for the children to use. Access to the property is up steps, toilet and hand washing facilities are available on the ground floor. The childminder is registered to care for a maximum of five children, of these, not more than two may be in the early years age group. She is registered on the Early Years Register and compulsory part of the Childcare Register and can care for up to two children overnight. There are four children on roll on the Early Years register. The childminder walks and drives to local nurseries, schools and amenities. There are no pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making good progress linked to the early learning goals. The childminder knows the children well ensuring that their welfare needs are met effectively. This is a fully inclusive setting where all children are valued and respected as individuals. The childminder reflects on her practice and makes adjustments to the provision for the benefit of the children.

What steps need to be taken to improve provision further?

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

- extend current format of planning to include identified next steps of children's learning
- further develop risk assessments to cover all areas the children visit outside the home

The leadership and management of the early years provision

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and how children learn. She ensures that the children are offered a wide range of activities to help them develop in all areas.

There are effective procedures in place to ensure the children are safeguarded; the childminder has a good understanding of the procedures to follow if she had concerns about a child in her care. Risk assessments are in place to ensure that in the home all areas the children use are safe. The children frequently visit other venues with the childminder however risk assessments are not yet in place to support their safety.

The childminder self-evaluates her provision and adjusts her practice to ensure that the children are having positive and safe experiences whilst in her care. She

has created a range of policies and procedures that she shares with the parents ensuring that both parties are aware of their responsibilities. Good relationships are built with the parents who are kept fully informed of all aspects of the experiences their children are having; snacks, meals, nappy changes and their progress linked to the six areas of learning. The parents appreciate the care and experiences their children are receiving.

The quality and standards of the early years provision

Children are happy and feel secure with the childminder. The interaction is very positive and they enjoy cuddles and praise from the childminder building on their self esteem. They know the routine of the day, enjoying art and craft and music every day. They bounce up and down to the music, learning words and actions that go with the songs. They are given time to explore and investigate the musical instruments, moving them in different ways, judging how to hold them and learning the noises they can make with them. They become involved in painting, concentrating and persevering as they increase their skills in learning how to dip paint brushes and paint the paper plates which will later become suns.

The childminder observes the children and knows their abilities very well, identifying their next steps. Long term plans are made to ensure that the children are given a wide range of activities to experience ensuring that all of the six areas of learning are included. Daily activity plans are made for focused activities however; they are not linked to the children's previous knowledge or experiences. The childminder's knowledge of the children and how children learn ensures that children are encouraged to become engrossed and enjoy what they are doing.

The environment is child friendly with the resources organised and displayed to encourage children to self-select. The children's work is on display giving them a sense of belonging and there are a range of commercial posters to support their learning. For instance a poster of fruits which the children are encouraged to match and name to the fruits they are having at snack time, pointing or trying to say the words, increasing their vocabulary.

Children sit together at snack and mealtimes after washing their hands, using their individual flannels and towels. The childminder sits with them singing and talking making it a social and learning occasion. Each day the children go out to have fresh air and visit a range of venues which help them develop their physical and or social skills.

Effective strategies are in place to manage children's behaviour. Parents and older children are aware of the simple house rules which reflect that they should be kind and respect one another. Children practise the evacuation procedure ensuring they would know what to do in an event of an emergency. They learn to keep themselves safe, they are taught how to cross roads safely and they are aware that they must always be in sight of the childminder.

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