

Inspection report for early years provision

Unique reference number	EY385650
Inspection date	25/06/2009
Inspector	Deborah Jacqueline Newbury
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 registered in 2008. She is a co-minder with her mother and minding takes place in her mother's home in Knaphill in Surrey. The childminder's father and adult brother also live in the house where minding takes place. The ground floor of the house is used for childminding with bathroom facilities provided in this area. Children sleep in bedrooms on the first floor. There is a fully enclosed garden available for outside play and easy access to the house from the road. The property is close to local schools, parks, shops and library. The childminder has a one-year-old child.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time. There are two places for children in the early years group. When working with another childminder at the same premises, she is allowed to care for eight children, of whom, a maximum of five may be within the early years group. There is currently a total of eight children on roll; of these, five are in the early years group and three in the latter years group.

The childminder walks and drives to local schools and nursery groups to take and collect children as necessary. She attends local toddler groups and regularly takes children to the park, a soft play centre and other places of interest.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in a welcoming, relaxed setting where they are all treated fairly and with equal concern. The childminder places children first and, in conjunction with the co-childminder and with the support of parents, works hard to meet their individual needs in respect of their welfare and learning and development. Use of recording systems for monitoring children's progress towards the early learning goals are being implemented. The childminder demonstrates a sound capacity to bring about continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop use of observation and records of children's progress towards the early learning goals
- update the record of risk assessment to include any assessments of risks for outings and trips

The leadership and management of the early years provision

The childminder co-minds with her mother. Good team work is evident with both minders working together well to ensure the childminding day flows smoothly and that children are supported.

Both childminders are working through a process of self-evaluation. They have a realistic view of the strengths of their service and have highlighted areas for improvement, both individually and collectively; for example in respect of updating their own personal knowledge and jointly developing their practice further with the aim of improving outcomes for children. The home is well organised to meet the needs of the children attending. Documentation relating to childminding activities is in place; it has regard for confidentiality and is stored securely.

Letters from parents, which were available for viewing at the time of inspection, are very complimentary about the quality of the childminding provision and the care and range of activities and experiences their children receive. Parents are given copies of the childminders' policies and procedures, which means they are aware of how the service is organised. Daily informal exchanges of information, supplemented by completion of written diaries for any children under the age of two, are used to give parents a clear idea of what their children are doing and their progress. Parents have been told about the Early Years Foundation Stage and are encouraged to view their child's learning journal. The childminder understands the importance of building links with other providers in those instances where children also attend other settings and are investigating ways of doing this.

The childminder's secure understanding of safeguarding issues and the responsibilities placed upon her in this respect means that she is able to respond appropriately in the event of any concerns about children in her care. Use of appropriate safety precautions and completion of a formal risk assessment for the home, garden and transportation by car contributes to children's overall safety. However, the record of risk assessment does not include any assessments of risks for outings and trips although it is evident this is done informally.

The quality and standards of the early years provision

Children are accommodated in a clean, comfortable and well-maintained home. They have their health and safety needs met well. For example, children learn about the importance of good personal hygiene routines and are supported in becoming independent in these skills as they become able. They regularly practise fire drills to develop their understanding of what they need to do should it be necessary to evacuate the premises and are taught about crossing roads in a safe manner. Children bring food from home and this is stored appropriately to ensure it poses no health risk. The childminders promote healthy eating and encourage parents to support them in this approach. Children display a strong sense of belonging. They settle quickly on arrival and freely move around those areas used for minding, helping themselves to toys that are arranged to be easily accessible. They all have a special place to store their shoes, coats and bags and know where to find these. Children enjoy good relationships with both childminders, who have

a calm manner and are kind and caring. Children learn about appropriate ways to behave and how to manage a range of feelings, with support. Their self-esteem is fostered through lots of encouragement and praise.

The childminders ensure children benefit from a range of activities, both child-initiated and adult planned, inside and outside the home, that take account of their interests and offer opportunities for skill progression. Regular outings to different toddler groups mean that children can mix with others and develop their social skills. They explore their local community as they go out for walks, visit the library and different parks and go on bus rides to the nearby town. Exploration of a range of outdoor toys and equipment encourage their physical development and promote their sensory and imaginative play. Children become active learners as they freely investigate the different toys on offer and what they can do with these. The childminder involves herself in children's play and asks questions which encourage children to think. Children quickly help tidy away the toys when it is decided that they will go on a visit to the nearby park and everyone, even the youngest children show their pleasure at the prospect of this outing. The park is carefully checked for potential hazards and then children are allowed to explore freely and independently. Young children, who are still crawling, are permitted to crawl around on the grass and thus use their senses as they experience the natural world. Older children freely explore the different play apparatus available. The childminder provides support and encouragement; for example, for those children who show interest in trying to use the swings independently. Children develop their problem solving skills as they complete puzzles and operate simple technological toys. Each child has a learning journey which tracks their progress across each area of learning towards the early learning goals. Use of observation and recording systems are being developed.

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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