

Inspection report for early years provision

Unique reference number	EY387736
Inspection date	09/09/2009
Inspector	Debbie Molly O'Callaghan
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2008. She lives with her partner and three children aged six, four and two years old, in Reigate, Surrey. Childminding takes place on the ground floor where children have access to a lounge, dining room and kitchen; the bathroom is on the first floor. Children have daily opportunities for outdoor play within the secure garden and at local parks. The premises are accessed by steps. The childminder is registered on the Early Years and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of three children and cares for children all week. There are two children on roll both part time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development, as they are provided with a very good range of indoor and outdoor activities and they benefit from the good support they receive from the childminder.

The childminder's inclusive practice is sound and she has secure working relationships with parents, which ensures that children's care is consistent. The childminder strives to improve the outcomes for children and demonstrates the capacity to maintain improvements. She uses self evaluation and reflective practice to ensure that she is successfully continuing her own professional development and the development of her childminding service.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and Welfare) 25/09/2009

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

- continue to develop planning and assessment and use observations of the children to influence the planning and organising of activities
- improve knowledge and understanding of child protection issues and the procedures of the Local Safeguarding Children Board.

The effectiveness of leadership and management of the early years provision

The childminder provides policies and procedures and has good systems in place to ensure children's health, safety and welfare. She is conscientious in promoting safety and uses written risk assessments effectively in order to regularly check her provision and keep children safe. The childminder has an understanding of her role in safeguarding children and the signs and symptoms of abuse, however, she is less clear of the procedures to follow should she have any concerns. All required documentation, such as the attendance records, children's personal details, accident and medication books are in place, maintained and kept securely. Health is well promoted; close attention is given to the children's physical needs and they benefit from a healthy balanced diet.

The childminder organises her home effectively enabling children to move freely and independently around the areas identified for their use. She takes time each day to complete daily diaries, recording the children's play and daily routine. She keeps parents well informed about their child's progress through individual progress reports and daily discussion. The childminder is developing links with the other settings children attend as they verbally exchange information when she takes them to and collects them from school. Parents also receive copies of all policies and procedures. However, parents have not been provided with the details should they wish to make a complaint. The childminder uses self evaluation and reflective practice to ensure that she is successfully continuing her own professional development and the development of her childminding service.

The quality and standards of the early years provision and outcomes for children

Children are happy, confident and very well settled in the comfortable and relaxed atmosphere of the childminder's home. The childminder has a good range of toys and play materials which encourages children to explore and develop their interests. This helps children to enjoy their learning and to make progress in all areas of development and learning in the Early Years Foundation Stage. The playroom is well-resourced and offers children a good balance of both child-initiated play and adult-led activities, encouraging children to be busy, active learners.

Children are secure and develop a sense of belonging to the setting as they have their own coat pegs and drawer for their possessions. The childminder effectively uses observation to monitor the children's progress and records their development in their folders. Links are made to the early learning goals, with comments about the children's achievements and future activity plans. They include photographs and lots of information about the child's individual needs.

Children play with construction materials and work out how to build figures, they use cameras, telephones and lap tops in their play. Children role play as travel agents making phone calls, looking at travel brochures world globe and talking

about the wider world; the childminder actively encourages them to talk about other countries, their families and the world around them.

There are many activities that promote children's language such as, talking on the telephone looking at books and reading stories. The children behave very well, encouraged by the childminder to share and take turns and say please and thank you; she acts as a good role model for the children.

Children have access to art and craft materials which they really enjoy; they draw and use scissors to develop their fine motor skills. Children help with preparing and cooking dinner, they talk about the ingredients they are using and they are aware of eating their five portions of fruit and vegetables a day to keep them healthy.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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