

Inspection report for early years provision

Unique reference number	EY396100
Inspection date	16/11/2009
Inspector	Ann Moss
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 was registered in 2009. She lives with her husband and two teenage children in Redhill, Surrey. The whole ground floor of the childminder's home is used for childminding and there is a garden available for outdoor play. The childminder has two rabbits that are kept in cages in the rear garden.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently caring for four children, of which three are in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. The childminder attends local drop-in-groups and takes children to the local library, park and places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is effective in creating a warm, welcoming and inclusive environment in which all children are happy and content. She works in partnership with parents to ensure children's changing needs are identified and met and to plan learning opportunities that engage children's interest and helps them to make progress. Her positive approach to inclusion ensures children learn to respect each other and recognise their individuality. She works closely with parents and they share valuable information that promotes children's welfare. She reflects on her practice and recognises how to bring about improvement that benefits the children.

What steps need to be taken to improve provision further?

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

- establish a regular two-way flow of information, knowledge and expertise with other EYFS settings that children attend, to help support and extend children's learning and development
- keep children safe by maintaining a record of risk assessment, with particular regard to outings.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her role in safeguarding children. All adults within the home are suitable to be in contact with children. Comprehensive written policies and procedures, which are well implemented, shared and understood by parents, further safeguard children. The premises are safe and she has carried out a full risk assessment of her home and garden and is aware of how to keep children safe on outings. She takes all necessary information and

equipment with her, such as parents' contact details, a first aid kit and a mobile phone. However, the childminder does not keep a record of when the risk assessment is carried out.

The childminder is passionate about her work with children and shows commitment to developing her knowledge of child care and education. She has completed the initial training course for childminder's and is keen to attend further training. Although her self-evaluation process is in the early stages, she is beginning to look at ways to help her improve the outcomes for children. All required documentation is carefully maintained. She gathers sufficient information from parents and uses a care diary as well as informal feedback to ensure continuity of care.

The childminder creates a wonderfully bright and vibrant environment where children can play and relax according to their needs. Every wall has beautiful displays of children's artwork, photographs of activities and informative posters. This makes the home inviting and gives the children much to look at and discuss.

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

The childminder spends time getting to know the children and finding out what activities they enjoy. Her observations are good and help her identify the children's next steps for learning. She plans a good range of activities, indoor and outdoor, that cover all areas of learning. Although her system of planning is still in the developmental stage, she shows a good understanding of how to support individual's needs. However, the childminder has not, as yet, established effective partnerships with other early years settings in order to ensure children receive consistent care

The children are confident and relaxed with the childminder who is warm and affectionate. Her attention is totally focussed on the children's enjoyment. She organises the environment to promote independence and allows them to choose freely from a good range of toys and resources, which are set out low down. Communication is highly effective. The childminder asks open-ended questions that help children organise their thoughts. She supports early language development by talking to the children about what they are doing and by repeating what they say using the correct language and grammar. Children very much enjoy story time; they listen carefully, turn the pages from right to left and are encouraged to predict what will happen next. They especially like role-play and use props to act out familiar experiences, such as packing their suitcase, sitting on an aeroplane and securing their seat belt. The childminder's knowledge of these important experiences help children to raise their awareness of the wider world.

The childminder has a positive approach to behaviour management. Continual praise ensures children feel good about themselves and their achievements. This helps children develop a positive attitude to learning. Children follow a healthy lifestyle. They are well protected from illness and infection because the childminder provides a clean and hygienic environment and implements her policy for sick

children, if needed. They learn good personal hygiene routines and begin to understand the reason for them. They benefit from healthy meals and snacks and are beginning to understand the reasons for making healthy choices.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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