

Inspection report for early years provision

Unique reference number	EY393676
Inspection date	05/11/2009
Inspector	Ann Moss

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.

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Description of the childminding

The childminder registered in 2009. She lives with her husband and one preschool age child in a house in Merstham, Surrey. Access to the home is via the front door reached by three small steps. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The home is within walking distance of local shops, schools and mainline station. Parking is available on the drive and in the immediate road outside the house.

The childminder is registered to work with an assistant for up to six children, of whom two can be in the early years age group. She is currently minding one child in the early years age group who attends on a part-time basis. The childminder is also registered to provide overnight care for two children under eight years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The childminder is an experienced childcare practitioner. She uses her skills effectively to create a warm, welcoming and inclusive environment in which all children are happy and motivated to learn. 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 towards the early learning goals. The childminder uses self-evaluation to identify areas which can enhance her practice. Her firm commitment to ongoing training and assessment leads to continuous improvement in this already good quality provision.

What steps need to be taken to improve provision further?

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

- keep a daily record of children's hours of attendance (Documentation) 21/11/2009

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

- make systematic observations and assessments of each child's achievements, interests and learning styles; use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child

The effectiveness of leadership and management of the early years provision

The childminder makes safeguarding children one of her primary responsibilities. Well directed supervision ensures children are protected from possible abuse or harm. She attends child protection training courses to keep her knowledge and skills up-to-date and has systems in place to monitor and report any concerns she may have. Written risk assessments are detailed and recorded. Daily visual checks of the premises and outings further ensure children's continuing safety. As a result, children can move around, explore and play freely. All required documentation is in place. However, although the childminder keeps a record of children's daily attendance she does not record their actual hours of attendance. This is a specific legal requirement.

The childminder organises her home well and works closely with parents to enable her to accommodate children's individual needs. Resources are very well deployed and the childminder makes good use of daily routine, such as, a visit to the park or toddler groups to enhance children's experiences and raise awareness of the wider community.

The childminder works in partnership with parents/carers and is proactive in gathering information about children so that she can tailor her provision to meet their individual needs. Parents receive very clear information about the service she offers before children first attend. The childminder maintains careful records, including a daily diary, photographs and a learning journal for each child. These are shared with parents/carers so that they are fully informed about the progress their children make and can support learning at home.

The childminder is proactive to ongoing personal development. She has successfully completed the Introduction to Childminding Practice and is working towards gaining quality assurance and accreditation through the Surrey Childminding Network Team. She uses these training opportunities as a basis to self-evaluate her own practice and drive improvement for the benefit of children. The childminder works with an assistant to ensure continuity of care between home and the setting.

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

Children are happy and settled in the warm and inclusive environment. Older children play happily alongside younger children because the childminder organises her time, space and resources so that they can all take part and gain independence. As a result, children feel safe.

Children have good opportunities for outings. They gain confidence in new situations as they regularly visit the park and toddler groups, linking with other children and activities that involve turn-taking, sharing and making relationships. Children are beginning to recognise each other's needs and confidently ask for

another's coat, so they can both play outside, in the fresh air. Children enjoy stories and books and mostly listen well. The childminder repeats children's speech, asks open questions and introduces new words to ensure children develop their language skills and to encourage thinking. Children enjoy role play and learn about the wider world through playing with the small world farm animals and they operate a range of interactive toys that help them to develop skills for the future.

Care routines and regular well planned outings form the basis of the activities undertaken and these are supplemented by others based on children's interests and spontaneous events. The childminder carries out observations of the children at play and includes photographs to illustrate clearly what they have achieved. This information is then recorded in the learning journal, shared with parents, and used to plan each child's next steps in learning. However, the system for observation and assessment is in its infancy and does not, as yet, sufficiently identify learning priorities.

Children behave well. They are involved in agreeing codes of behaviour and are beginning to take responsibility for implementing them. For example, children understand why they need to remove their Wellington boots at the door. They are beginning to learn how to keep themselves safe because the childminder helps them to understand that actions have consequences. For example, children know that if they steered their vehicle down the garden steps, they would fall and hurt themselves. 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

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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

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