

Inspection report for early years provision

Unique reference number	EY274269
Inspection date	18/03/2010
Inspector	Patricia Jane Daniels
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 was registered in 2004. She lives with her two school age children in West Molesey, Surrey. Minding takes place mainly in the living room and kitchen/diner. All accommodation is situated on one level as the property is a bungalow. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder currently has five children on roll in the early years age group. She also has four older children on roll. The children attend for a variety of times and sessions, both part and full time. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group and takes children to the local library and the park. The family has two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised and every child is supported so that they are recognised as individuals. This enables children to achieve in their learning and development and ensures that their welfare is promoted. However, the risk assessment does not ensure that the premises are always secure, which is a breach of requirements. Planning for improvement and self-evaluation is evident in everyday practice and improvements have been made since the last inspection. Effective partnerships with parents and other providers ensure that children's needs are met.

What steps need to be taken to improve provision further?

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

- ensure that the premises are secure (Safeguarding and welfare) 02/04/2010

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

- improve the system for organisation of resources so that children can make free choices more easily
- improve the range of activities and resources that promote and value diversity

The effectiveness of leadership and management of the early years provision

The childminder understands the procedures to take if she has concerns about a child in her care. She makes sure that children feel secure and helps them to learn about safety for themselves. For example, she reminds them to be careful not to bump into each other and explains how to get onto a trike safely. A risk assessment of the premises has been undertaken and most hazards are identified and removed. However, the childminder has not ensured that the premises are fully secure because the front door can be easily opened. This represents a significant potential risk to children and is a breach of requirements.

The childminder promotes inclusive practice by ensuring that all children take part in all activities according to their abilities. Her excellent understanding of children's individual needs is enabled through a highly developed partnership with parents. The childminder fully understands children's home backgrounds and provides an exceptional level of care and support. The partnership is promoted through a daily two-way exchange of communication and a formal update of children's development and progress every six months. Parents' views about the quality of the service are sought through a questionnaire. Partnerships with other providers such as nurseries are also developed. This exchange of information ensures continuity of care for children.

The childminder uses self-evaluation to reflect on her practice and has made improvements since her last inspection. Planning and record keeping is much improved. A range of written policies underpin everyday practice and these are shared with parents. Required documentation is in place to ensure the efficient management of the provision. The premises are organised so that children can move around freely. However, resources are not stored in the main play area to ensure that children can freely choose activities at all times.

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

The childminder has close and loving relationships with the minded children and they are clearly settled and confident in her care. She is energetic and enthusiastic, which motivates the children to join in with the activities and develop a positive attitude towards play and investigation. The children enjoy outdoor play and ride around on the toys or join in with role play. They pretend to make toast and buy food as they share ideas and laugh about unusual combinations of food. The childminder joins in with children's play and helps them to develop their communication skills as she chats to them and introduces new words.

The children move on to play a game together, in which they mimic different animals. This is very much enjoyed and a regular favourite. The children join in with enthusiasm and big smiles as they each take a turn to suggest an animal. Later, the children play a shopping game and concentrate well as they try to remember the hidden pictures. Children learn to count the items in their shopping

trolley and identify letters and sounds.

Every child receives support from the childminder as she shares her attention equally. She ensures that each child is included and encouraged during their play. She remembers recent events in the children's lives and talks with them about these, which helps to develop communication and makes children feel included and valued.

A range of activities that cover all areas of learning and development are provided, although activities designed to raise children's awareness of diversity are limited. The childminder makes observations of children's abilities and uses these to make individual plans for the next steps in development. Parents receive regular written summaries of their children's development every six months so that they are fully informed of their children's progress.

The childminder has current training to administer first aid and written parental consent to seek emergency treatment. This ensures that children have appropriate treatment if they have an accident. Children wash their hands after feeding the guinea pig and rabbit, which helps them to learn about good hygiene. A suitable sick child policy ensures that children who are contagious do not attend and spread illness to others.

Children are encouraged to share and take turns. They are given special responsibility as helper of the day and proudly help with their special tasks. The childminder notices and praises children for being gentle. She sets firm boundaries and redirects any unwanted behaviour in a positive way. Children are encouraged to support each other and develop good habits and attitudes for the future.

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	1

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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