

Inspection report for early years provision

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Inspection date	10/02/2010
Inspector	Hazel Farrant
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged eight and four years old in a house in the Knaphill area of Woking, Surrey. The home is close to shops, parks, schools, pre-schools and public transport links. The childminder's home is accessible and children use the ground floor for play and there is a fully enclosed garden for outside play. Rest facilities are provided on this floor. The family have two cats and a rabbit as pets.

The childminder is currently caring for five children, of which four children are in the early years age group. She takes and collects children from local schools and pre-schools. The childminder attends local toddler groups, library and parks. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and feel safe in the friendly environment of the childminder's home. The childminder provides a good range of enjoyable activities enabling children to make good progress in their learning and development. She clearly understands that each child is unique and has differing individual needs. She has undertaken self-evaluation and highlighted areas for future development. Due to this, outcomes for children are good.

What steps need to be taken to improve provision further?

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

- further secure existing risk assessments with particular reference to the fire blanket and the horizontal banisters
- further develop systems and documentation in order to promote an effective two-way flow of information and knowledge, to help support and extend children's developmental progress, learning experiences and current interests
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as the childminder is clear about her role and responsibilities to ensure their safety. She has good knowledge and understanding of the procedures to follow should she have a concern about a child in her care. Risk assessments support safety within the home and outside environment generally well. However, these do not take full account of all hazards, such as the

horizontal banisters on the first floor landing. All outings undertaken are risk assessed to ensure children are safe and secure at all times. Children have opportunities to take part in emergency evacuations. However, there are no records kept of evacuation drills, detailing any problems encountered and how they were resolved to further support children's safety. There are smoke detectors on each floor of the house and a fire blanket is available in the kitchen, although it is not fitted to an appropriate wall.

There are a comprehensive range of clearly written policies and procedures in place which are shared with parents. Furthermore, all other necessary records and documentation are maintained in good order to support positive outcomes for the children. The uniqueness of children is recognised and effectively supported, enabling the childminder to provide an inclusive service. The childminder is enthusiastic and positive which motivates her to improve her service to maximise children's enjoyment and learning. She is doing this through reflecting on her own practice through self-evaluation. This shows a good vision of how she wants to improve the quality of the provision and ultimately the children will benefit from this. She also demonstrates a suitable reflection on her strengths and areas for improvement, such as attending further training.

The childminder has good knowledge and understanding of equality and diversity promoting this well through treating children as individuals. She knows the children she cares for very well and dedicates all her time engaging with them or sitting close by to assist them as necessary. Consequently, all children are effectively supported by the childminder. She has made a good start with her observations of the children and plans activities that cover the six areas of learning. Parents are kept informed of their child's progress through a daily diary, sharing developmental records and informal chats. Her assessments are linked to the areas of learning, and are used to identify each child's next steps. However, parents do not formerly contribute to their child's progress records, therefore future planning is not fully consolidated. Links are in the early stages of being established with other providers such as, key workers and reception teachers; this will help to promote the continuity of children's learning and development.

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

Children benefit from the childminder's motivation and detailed knowledge of their individual needs. Children are happy and settled in the childminder's company and have built a warm, secure relationship with her. This enables the children to build and develop their confidence and self-esteem. The childminder uses her knowledge of the children to tailor experiences and activities to suit their individual interests. For example, an interest in role play using a variety of play foods led the childminder to obtain a copy of the book 'Foods for Super Heroes' to encourage the child's knowledge of good and bad foods. This is then extended through talking about the foods they eat at meal times, that good foods make you healthy and strong. The childminder is very happy to interact with the children and to support and extend their play. For example, as they role play together as shop assistants and customers. Effective systems are in place to observe and assess the

children as they play. This information is then used by the childminder to plan future activities for each child aimed specifically at their level and taking into account their interests.

Children feel safe and secure and confidently wave 'good bye' to their parents when dropped off. Children are willing to try new experiences and activities. They demonstrate a sense of pride in their own achievements. For example, beaming with delight as they look at the pictures they have stuck into their scrap books. Children's language development is fostered through conversations with the childminder. They confidently chat about where they are going on holiday and which family members they will be seeing. Children have opportunities of learning about numbers and mathematical concepts through playing with a variety of resource and singing songs and rhymes. Children's creativity is promoted as they draw, colour and paint. They particularly like the dressing up box, where they enjoy dressing up as a princess and look at themselves in the mirror which is positioned at their height.

Children's health and well-being is effectively promoted. They follow well-established routines for hand washing to help prevent the spread of infection. Children are learning a delightful poem to help them remember the process of effective hand washing. Children enjoy healthy foods and have access to water throughout the day. Some parents provide their own food for their children, ensuring they enjoy their own, familiar food. These are stored appropriately by the childminder to ensure they stay fresh. Children have regular opportunities to enjoy fresh air and exercise as they play in the childminder's garden, go for walks in the local area and visit nearby play parks. Children learn how to keep themselves safe, for example when they go out for walks or in the car, the childminder talks to them about safety, such as, the importance of holding hands and teaching them about stranger danger.

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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