

Inspection report for early years provision

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Inspection date	28/04/2010
Inspector	Christine Clint
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 registered in 1993. She lives with her husband and their five children, who all attend school. The family home is situated in the rural area of Thursley, in Surrey. Children play on the ground floor of the home and use the entrance area, kitchen/dining room and a large conservatory/playroom. There is a toilet on the ground floor. Smaller children and babies can sleep upstairs, in a travel cot, during the day. There is a large, fully enclosed rear garden available for outside play. The family home is close to local shops, parks and schools. They have a dog and a rabbit.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She can care for a maximum of five children under eight years at any one time, of these, three may be in the early years age group. The childminder is currently caring for six children in the early years age group, who attend for various days and times during the week.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has many years experience in childcare. She offers a relaxed and comfortable home environment, which is centred on children's daily needs and opportunities for choice and growing independence. The childminder shows a strong commitment to meeting the requirements for maintaining children's welfare and she has made some progress in implementing the Early Years Foundation Stage. The childminder has completed the recommendation from the last inspection and started to evaluate her own practice.

What steps need to be taken to improve provision further?

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

- continue to develop the records of children's progress and show how the next steps in their individual learning are included
- include methods of sharing children's achievements and progress with parents and other carers, to enable them to contribute to children's on-going learning and development
- ensure that confidentiality is maintained when recording accidents, medication and injuries that children have on arrival
- increase opportunities for children to learn about differences to encourage them to value and respect diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a strong and competent understanding of safeguarding children and knows the procedures for managing any concerns. She is aware of her responsibilities and parents are informed of the childminder's duty to respond. Parents sign to confirm any injuries that children have on arrival, however, these are not recorded confidentially. The childminder watches and listens to children continually to ensure their safety; she has a record of risk assessment, which shows how hazards within the home and garden have been managed and continue to be assessed. For example, the record includes all the safety precautions initially put in place to fence the large pond in the garden securely and to cover the well on the patio. The childminder has recently placed a rug at the entrance to the conservatory/playroom, following some children tripping and this prevent them landing on the hard floor. The childminder has all permissions from parents in place and effectively records all accidents and medication administered, although some accident records are not confidential. The childminder has developed a system for recording any complaints from parents; she is aware of her duty to make any complaint information available upon request.

The childminder shows a sound commitment to driving improvement. She has included all regulatory requirements and up-dated her knowledge of the Early Years Foundation Stage. She has started to evaluate her daily practice and has already introduced some methods of recording children's achievements, although the assessments are not fully linked with children's next steps in development. The childminder shows a clear knowledge of understanding children's stage of development, through her dedicated response to children's needs and continual encouragement for learning through conversation.

Children have a large, comfortable playroom in the conservatory and this is full of a wide variety of play resources for all ages. They have freedom of movement on the ground floor and can choose indoor or outdoor play at any time. Children can ride bikes and wheel toys on the patio and travel down the grassy slope. They can play on the swings, slide and larger apparatus and still be within sight of the house. The childminder has considered the needs of different aged children and secured a small area near the patio, which has suitable resources for the youngest children; this ensures they are secure and safe within the large garden. She shows an open attitude towards equality and valuing differences in families or children's abilities, although there is less evidence to show how children are encouraged to understand and learn to respect diversity.

The childminder has established strong and close relationships with the parents of children in her care. She ensures that daily information is shared regarding children's needs and has sufficient records and permissions in place. However, there is less evidence to support the sharing of children's progress with parents, to enable them to contribute to children's development and learning assessments. The childminder has established some links with other carers because she collects children from school and nursery, although she has not yet developed ways of sharing information with children's key workers or teaching staff.

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

Children are happy with the childminder, they are relaxed, and settled and know the routines of the day. They talk about what will happen next and look forward to collecting another child from nursery, to share their afternoon activities. Children show they have established relationships because they seek each other and follow each other's choice of activity. Children talk freely about their home and garden. They recognise people and places from photographs and talk about the childminder's children, remembering their names. They are confident when moving from room to room and playing outside with each other. They talk about their birthdays and explain what presents they had. They are learning through continual interaction and good explanation from the childminder.

Children are learning independence and becoming responsible for negotiating their movements. They manage the steps between the rooms and know they can use the toilet on the ground floor. Children confidently ask for help to turn the tap on and are learning to put on their shoes and manage the velcro fasteners. The childminder ensures she is available to supervise all movements and children are reminded not to catch their fingers when they put rubbish in the kitchen bin. Growing children have opportunities to test their physical abilities when riding wheeled toys in the garden; they trundle down the grassy slope and learn to push the vehicles to the top again. They can use a wide area in the garden safely and this promotes their increasing confidence and responsibility.

Children have regular snacks, drinks and mealtimes; their health is promoted through frequent rest and sleep during the day. Children are learning to recognise when they are tired and need to slow down after attending nursery. Children eat together and show interest in socialising and talking about their food. They are beginning to learn that eating and drinking regularly promotes their strength and vitality. The childminder understands when babies do not feel like eating and encourages them to drink; she provides grapes to tempt them and to ensure some food is included. Children are encouraged to hold their own spoons and learn how to feed themselves, older children are praised for managing well. The childminder is encouraging children to learn about hygiene because she reminds them to wash their hands. She also follows well organised systems for changing nappies, ensuring children are comfortable and clean before they sleep.

Children have a growing awareness of right and wrong. They talk about what they are allowed to do at home and are beginning to understand there are consequences, when they do not follow rules. Children listen to the childminder and show interest when she explains how things work. They follow her suggestions and learn how to use items, for example, fixing paper in a magnetic paper clip. They show enthusiasm for numbers and counting, recognising number symbols instantly. Smaller children count their fingers and learn there are two thumbs; the childminder encourages them to count all the fingers together. Children know how many wheels there are on the new bicycle. They show delight because they can

now ride a bicycle each, instead of taking turns. Children talk about their birthdays and the colour of their own bicycle at home.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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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