

Inspection report for early years provision

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Inspection date	15/09/2010
Inspector	Jo scott
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 was registered in 2006. She lives with her four children aged 17, 13, 12 and 10 years in a residential area of Knaphill, Woking, Surrey. The property is close to local amenities. Childminding mainly takes place on the ground floor, with toileting facilities available upstairs. Children mainly use the playroom, sitting room and dining room. There is a fully enclosed garden available for outside play. The family have two dogs.

The childminder is registered to provide care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. There are currently ten children on roll, five of whom are in the early years age range. All of the children attend on a part-time basis. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association. She attends various toddler groups in the community. She has achieved a level three diploma in home-based childcare, awarded by the Council for Awards in Children's Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is successful in supporting children to gain confidence as they settle in her care, and establishes individual needs through discussion with parents so that she is able to meet them. Children are meaningfully occupied, and demonstrate a sense of belonging through talking about their own family, and the childminder's. A combination of discussion, and where they are in use development records, indicate that children make good progress in their development and learning. The childminder's systems for self-evaluation are effective and drive continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure any systems used to assess progress and track development are implemented for all young children
- extend the opportunities for parents to contribute to assessment

The effectiveness of leadership and management of the early years provision

The childminder is enthusiastic about her provision. Since her last inspection she has extended her skills through completing a level three diploma in home-based

childcare, and training in first aid, food hygiene and fire safety. Household members have completed Criminal Record Bureau checks, and clear procedures are in place which ensure that children are not left un-supervised if there are visitors to the home, or the children are on trips. The childminder has a good understanding of safeguarding, and the procedures to follow in the event of a child protection concern. The use of safety gates prevents children from freely accessing the stairs and kitchen without the childminder. Daily checks ensure that any risks are identified and addressed, for example in relation to ensuring a bath at the side of the house has not gathered water to be hazardous before allowing the children to play in the garden, whilst arranging for the area to be made inaccessible.

The childminder has completed a review of her provision, highlighting her main strengths and areas for development. She has sought feedback from parents by asking them to complete a questionnaire, and has some systems for seeking the views of children, for example talking to them about what they enjoyed about trips. Her self-evaluation has resulted positively on outcomes for children. For example, the childminder has re-organised her storage of toys so that those suitable for younger children are stored in the playroom, and those for older children in the sitting room. This enables younger children more independent access to toys which are safe and suitable for their age and stage of development. The childminder supervises the children and moves between rooms and out into the garden with them as they play. She displays many photographs, pictures and some resources which promote the diverse world in which we live. She has a very positive approach to helping children learn about their community and the wider world through discussion and experience.

The childminder has established links with nurseries involved in the care and education of minded children. This has enabled her to support children as they settle. Partnerships with parents work effectively. Information is shared with parents about their children's needs and routines. Use of 'Learning Journey' records are in place for most children. Where used, these demonstrate how observation is used in assessment and influences planning for individual children. Where not in place, the childminder demonstrates verbally that she has established what children are broadly interested in and next steps for development. Any records are accessible to parents who wish to view them, but there are no routine opportunities for parental knowledge to be incorporated into tracking and assessment. Parental feedback indicates that parents value the childminder's emphasis on health and safety, particularly helping children to think about fire safety. There is a detailed set of policy and procedure documents which illustrate the way the setting operates.

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

Children are interested in the resources accessible, and move confidently around the areas of the childminder's home which are freely accessible. They enjoy free play inside and spending time in the garden being active. There are daily opportunities to attend toddler groups where children take part in a wide range of

art and craft activities, and mix in larger social groups. They approach the childminder freely and enjoy warm interactions with her and the other children. They enjoy sharing books with the childminder and her interaction supports young children and those with English as an additional language to extend their language and communication skills.

Children demonstrate a good understanding of protecting their own safety during the routines of the day, for example, they understand that they wait by the car and hold the childminder's hand as they leave and gain entry to the house. They enjoy the planned activities the childminder arranges. For example, a visit by a police officer to talk about road safety, and trying on costumes as part of learning about Carnival and extending children's experiences of other cultures.

Children enjoy a mixture of meals provided by the childminder, and some by parents. The childminder seeks information related to dietary needs and preferences so that she is able to provide appropriate food. Children are starting to learn about why eating healthily is important, the childminder talks to them using the analogy of cars needing fuel and people needing food for their fuel or energy. The children are physically active. They regularly play in the garden, visit parks and soft play, and walk to nursery. This promotes a positive attitude to an active lifestyle. The children are interested in each other. The childminder is skilled at drawing children together to involve each other in their play, and promoting a sharing and caring ethos.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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