

Inspection report for early years provision

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Inspection date	14/09/2010
Inspector	Lisa-Marie Jones
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 1995. She lives with her husband, adult son and 14-year-old child in Redhill, Surrey. The whole ground floor of the childminder's house is used for childminding and two first floor bedrooms. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child full-time, and four children part-time. She takes children to local schools, and visits parks and shops. The childminder attends local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled and enjoy exploring and investigating a variety of experiences independently. The programme and schedule of activities is well balanced, therefore meeting the needs and wishes of the children. Arrangements are in place for observing and assessing each child's achievements and interests so that individual learning needs are being addressed. Activity planning is taking account of the six areas of learning, so children's enjoyment and potential to achieve is good.

What steps need to be taken to improve provision further?

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

- ensure there are clear procedures in place to protect children should an allegation be made against a member of the household
- develop the current systems for observing children to ensure they clearly indicate the next step of children's development in consultation with parents and are used to plan for children's individual needs

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting, because appropriate procedures are in place should child protection concerns arise, although written policies need to ensure they highlight the procedures that are taken to protect children should allegations be made against a member of the household. The childminder has a clear understanding of what to look out for and how to make a referral if she was worried about a child in her care. Risk assessment is effective in ensuring children's safety in the setting and when on outings. Activities and arrangements promote inclusivity, all children are considered during activities and their individual

needs are met as well as their cultural differences promoted and respected. Provision in the EYFS is effectively led because the childminder has a good understanding of the learning and development requirements. The systems in place increase children's capacity for acquiring knowledge and skills, as planned activities affords children a wide range of toys and play materials and experiences both inside and outside of the home. The childminder recognises the importance of having a system in place to ensure there is continuous improvement and has started to make plans to ensure better outcomes for children. Children's learning journeys include samples of their drawing, colouring and writing, together with observations from their starting points. However, these do not include what the parent knows of the child and are not fully evaluated, so as to effectively inform planning for activities for the next steps in their learning. Parents and carers are made very welcome and relationships are positive, promoting children's welfare.

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

Children enjoy a variety of activities motivating independent learning. Children have lots of choice including indoor and outdoor play, and visits to the local community. They play well and enjoy the company of others, in a relaxed, family orientated atmosphere. Children have opportunities to adopt good personal hygiene habits through hand washing routines, and develop good manners and social skills. Children feel safe in the setting, because the childminder has established close relationships with them, enabling children to feel settled and comfortable to explore the environment. This enables them to play happily and cooperatively with each other, feel included and supported. Therefore children enjoy their time in the setting, achieve well and develop skills for future learning.

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

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