

Inspection report for early years provision

Unique reference number	EY384625
Inspection date	22/10/2010
Inspector	Carol Willett
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 2008. She lives with her two teenage children and one preschool-age child in Horsell, Woking in Surrey. The whole of the childminder's house is used for childminding. Children have use of enclosed garden and have regular visits to play parks and play areas. The childminder is registered to care for five children at any one time, three of these may be on the Early Years Register. In addition to this, the childminder is also registered on the Voluntary Childcare register. There are two children currently on roll in the early years age group. There are no family pets. 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 confident and play happily making good progress in their learning as the childminder is warm, caring and affectionate and has a wealth of childcare experience. The childminder implements a range of procedures to support the children's safety and health and all required documentation is in place. The childminder is newly registered and has just started to evaluate her provision to promote continuous improvement and she is committed to updating her skills. She forms positive partnership with parents and other carers which ensure she has a good knowledge of children's individual needs and plans effectively for their learning.

What steps need to be taken to improve provision further?

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

- complete an approved paediatric first aid course (also applies to the Childcare Register) (Suitable people) 24/12/2010

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

- obtain written parental consent to use transport
- develop systems for recording children's starting points in order to plan more effectively.

The effectiveness of leadership and management of the early years provision

Children stay safe as the childminder is well organised and has a good understanding of her role and responsibilities. Risk assessment records are in place

for her home and all outings she makes and effective daily checks ensure children can play safely. The childminder has attended safeguarding training and she is confident in her knowledge of child protection procedures. She has a clear written policy that is shared with parents so children's welfare is safeguarded. The childminder does not have a current first aid certificate as it has recently expired and this is a requirement of registration. She has identified this as a priority as she is committed to ongoing professional training. She has booked onto an approved course and has completed health related workshops through her work which means this has limited impact on children's welfare. The childminder has begun to reflect on her service and has completed a written self-evaluation. She has identified a range of priorities to improve her practice and outcomes for children. For example, she has now made her garden secure so children can play outside and plans to increase the range of resources including developing children's awareness of diversity.

The childminder is well organised and she creates a welcoming, child-friendly environment so children are secure and happy in their play. The children move confidently around the childminder's home where they happily choose what to play with from the wide range of good quality age-appropriate toys. The childminder manages her time well so children are collected from school and meals are provided in a calm relaxed manner. Children make good progress in their development and the childminder provides an inclusive environment as she knows them well through her observations and discussions with parents. The childminder forms positive relationships with parents and they are very happy with the care their children receive. Written feedback shows parents are "delighted with service" which they feel is "professional with a good balance of structured activities and free play" and "children are very happy and excited about activities done at her home". The childminder provides "good communications through the invaluable contact book, discussions and shared policies" and she has "eased the transition to school". The childminder has most required documentation in place and she obtains written consent from parents to ensure she is aware of their wishes. However, she does not have written consent to use her car. Parents are provided with an informative parent pack that includes a complaints policy within her written policies. She displays the registration and public liability insurance certificates on a notice board in the hallway. This ensures parents are well informed about the service provided.

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

Children are happy, confident and relaxed as they receive high levels of attention and support from the childminder who is very caring and experienced in childcare. They confidently approach adults to chat and invite them to play with the gloop activity showing that they feel safe and have secure trusting relationships. Children learn about road safety as they walk to school and the childminder uses daily experiences and routines to increase their understanding of keeping themselves safe. For example, children are gently reminded not to climb on the sofa and hold hands as they walk to school. Children's behaviour is good and they play well

together as the childminder provides a positive learning environment. Social skills develop well as the children are treated with kindness and respect and the childminder provides opportunities for the children to share and take turns as they enjoy playing skittles and board games. Children's emotional well-being is effectively promoted as the childminder has a friendly manner and reinforces children's sense of belonging with lots of smiles and gives them lots of praise and encouragement with appropriate cuddles to ensure they are settled and happy.

The childminder is skilled at providing activities that stimulate the children and encourage their active learning. Children are well motivated and show good levels of sustained concentration, as they explore the lavender coloured gloop. They become absorbed in their play and enthusiastically initiate their own learning as they ask the childminder for more water as the gloop turns dry. This develops into a pouring session where the childminder develops all round learning as they count and learn about size and volume as they fill jugs and cups from the role play toys. Children enjoy this sensory activity so much they return to it after the school collection. Children make good progress with their learning as the childminder has good interactive skills in extending and developing learning through play across all areas of learning in the Early Years Foundation Stage. The childminder has a good knowledge of what the children are doing at school as teachers share relevant information and the school provides newsletters that include the current topics. She helps children with their school reading books when asked. The childminder is starting to make recorded observations of children in the learning journey folders and is using a local authority summative assessment record to plan children's next steps. The childminder has not developed systems to record children starting points to inform her planning right from the start.

The childminder has good hygiene routines and children play in a well-maintained clean comfortable family home which is well organised so they can play and explore in comfort and safety. The childminder promotes children's good health and she enables them to develop and maintain healthy bodies. They have daily opportunities for exercise and fresh air as they walk to school and use the local park to further develop their physical skills. The childminder provides healthy nutritious meals and snacks and drinking water is freely available. Children show an understanding of good hygiene routines as they wash their hands after messy play and before eating using separate towels to minimise the risk of cross infection.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in Early Years Register (Suitable people) 24/12/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in Early Years Register (Suitable people) 24/12/2010