

Inspection report for early years provision

Unique reference number	EY339791
Inspection date	24/01/2011
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.

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 2006 and lives with her husband and five year old child in a three storey home in Woking, close to the town and park. Children only use the playroom, kitchen and toilet facilities on the ground floor. There is a garden for outside play. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of two children under eight years, both of whom may be in the early years age range. There are currently two early years children on roll, one of whom attends on each of the childminder's four working days. She also offers care to children aged five to 11 years. The childminder supports children with English as an additional language and is multi-lingual.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are building confidence in the warm and nurturing care of the childminder. The childminder shares a mixture of written and verbal communication with parents, which is broadly successful in enabling her to meet children's welfare and learning needs. Children experience a satisfactory range of activities to promote learning through play. Mostly, the necessary regulatory documentation is maintained. The childminder has begun a process of self-evaluation that has identified some areas for development.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 28/02/2011

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

- improve systems used for ongoing observational assessment to inform planning for each child's continuing development through play-based activities, to ensure progress in all areas is tracked
- review the environment, resources and activities on an ongoing basis to ensure each child is stretched and challenged through play-based activities
- extend further knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

The childminder is caring and encouraging, and demonstrates that she enjoys spending time with the children. Generally, the operational procedures for her provision are shared with parents verbally, except in relation to how to make a complaint, which is written. The childminder demonstrates, in discussion, that she has a sound understanding of the procedures to follow in the event of a safeguarding concern. She has completed a record of risk assessment in relation to the internal areas of the ground floor of her home, which are the areas children use. She is currently in the process of making changes to her garden and has made the area inaccessible until this is completed. However, records do not reflect this, which does not meet requirements. The childminder keeps her home secure and uses equipment such as a stair gate and cupboard locks to minimise risks. She supervises children well to protect them from hazards when out of the home.

The childminder has a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage. Sometimes she takes photographs and makes written observations of children during activities such as cooking and craft activities, and gives these to parents to keep. This is useful in terms of sharing achievements with parents, but there are no established systems for tracking progress to ensure all areas are included over time. The childminder communicates mainly to the children in their shared home language. She supports children to learn English through activities such as singing and sharing stories. She has a dedicated playroom with access to a variety of toys, although some are stored up high in boxes, so children may not always know what is available. Some reflect the diverse experiences of those children attending. The childminder considers children's needs. However, when children struggle to mix socially, there are sometimes limited opportunities to rectify this. The childminder has made the initial links with another provider responsible for delivering the Early Years Foundation Stage to minded children. This has been successful in terms of supporting children to settle.

The childminder has begun a process of self-evaluation. This has been successful in identifying some areas for development. For example, she has reviewed the Early Years Foundation Stage framework and guidance and taken steps to implement it. However, she lacks confidence in relation to some areas of the learning and development requirements, although other areas such as creative development are more secure. Overall, she demonstrates a satisfactory understanding. She has recently asked parents for their views about her provision, welcoming opinions on issues such as the activities they would like children to take part in. Feedback is generally positive, particularly praising the warm and caring relationship between the childminder and children, and parents have asked for activities to promote particular skills to be incorporated into the children's day.

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

Children respond to the calm and reassuring interaction from the childminder. This helps them to feel secure even when they are concerned around unknown people, and helps them to feel safe. However, this does impact on children's learning as they are reluctant to take part in learning through play when others are present, and sometimes impacts on the interaction they have with other children. The childminder is consistent, she helps children learn how to behave. She provides sufficient resources so that each child can take part in activities. This helps to avoid disputes when children want to use the same things at the same time. Children are learning to keep safe. The childminder talks to children about holding hands when walking on the pavement, and they know about traffic lights. They use the internet for resources to extend children's understanding further through creative experiences. The childminder knows the children's interests, and ensures children have their favourite toys accessible. Their individual routines are incorporated into the day, they rest when tired and are offered regular drinks and meals. Children learn from experience to have an active lifestyle. The childminder ensures children are dressed appropriately and they go for daily walks and visits to the park. The children enjoy the meals the childminder provides, which meet their dietary requirements. They are encouraged to be independent in terms of toilet training, and learn to wash their hands at key time to protect their health.

Children sit with the childminder and enjoy playing with some small world figures. The childminder talks to them about 'Goldilocks and the Three Bears' in a mixture of Russian and English. Children join in a little and repeat some of the words in the story, and they count the bears and play imaginatively. They are learning songs such as 'Twinkle, Twinkle Little Star'. This supports children to learn some words in English. Children enjoy sharing books, and are learning that print carries meaning. This benefits future learning skills. They regularly take part in art and craft activities and cooking. They take pride in the displays of things they have made.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) (also applies to the voluntary part of the Childcare Register) 28/02/2011

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 above (Arrangements for Safeguarding Children) 28/02/2011