

Inspection report for early years provision

Unique reference number	EY267136
Inspection date	10/02/2011
Inspector	Catherine Greenwood
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

This childminder has been registered since 2003. She is registered on the early years Register and the compulsory and voluntary Childcare Register to care for five children under eight years at any one time. There are currently four children in the early years age group on roll. The childminder also provides care for children aged eight to eleven years, and there are currently three children on roll who attend after school. The childminder works with two assistants. When the assistants are present the total number of children in the early years increases to eight under eight years at any one time. The childminder works for most of the year from Monday to Friday.

She currently supports children who have English as an additional language.

The childminder lives with her husband and their two children, aged 18 and 10 years, in a semi-detached house situated on a residential road in Lightwater, Surrey. There are local amenities, schools and pre-schools nearby. Children have access to the ground floor of the property where there are washing and toileting facilities. There is a fully enclosed rear garden available for outside play. The childminder also makes use of local play venues and groups. The family have two cats and a hamster. The childminder holds a National Vocational Qualification level 3 in childcare and 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's individual needs are well met. The childminder is committed to improving her knowledge by attending training, and has recently completed a National Vocational Qualification level 3 in childcare. She says 'this has helped to develop her understanding of activity planning'. Key strengths of the provision are the childminders understanding of the Early Years Foundation Stage and her knowledge of children's individual progress. A detailed self-evaluation includes the strengths of the provision, as well as some areas for continuous improvement. Most regulations have been met.

What steps need to be taken to improve provision further?

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

- ensure parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future.

24/02/2011

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

- improve continuity and coherence for children by sharing relevant information with other providers delivering the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has a good knowledge and understanding of child protection procedures. In addition, both of the childminders assistants have completed first aid and safeguarding training. Individual risk assessments are completed for each child, which include details of the premises and outings. Recommendations from the last inspection have been met. The childminder gives careful consideration to the quality of the provision and can clearly identify what she does well. For example, she says 'she is very well organised, is very proactive with keeping up to date with changes, and preparing activities in advance for the next day. However, there is no documentation available for inspection to show that parental consent has been sought for all of the children on roll. This is a breach of the regulations.

The childminder has a positive approach and is very receptive to children's individual needs. Children benefit from a well organised playroom where there is a range of easily accessible. These are labelled with pictures to promote children's independence and the choices they make within their play. The childminder has a very inclusive approach towards the children and gives them equal time and attention. Children who have English as an additional language are helped to communicate through visual signs and the use of picture cards. The childminder asks parents for words in children's home languages to support their inclusion.

The childminder compliments children's learning in school, for example, by helping them to read. However, she has not yet taken steps to develop partnership with other provision to ensure continuity of care and learning. Good communication with parents means that aims for children's developmental progress are mutually agreed. Information on daily record sheets include information about each child's day, which supports the discussions the childminder has with parents when they collect their children. Parent questionnaires show that parents are happy about the provision. For example, they say 'I am completely satisfied and consider the childminder offers a very high standard', and 'there is no doubt my child has a fantastic time with the childminder, loves going there and there is always something exciting to do'.

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

Children make good progress in their learning and development. The childminder makes use of an internet site to download ideas for planning adult-led activities.

This enhances the provision for children's creativity. A weekly planning sheet is used to identify activities and outings, such as music, singing and stories, role play, craft activities, outdoor play, and outings. The childminder engages with children during their play. She is observant and supportive of the choices they make. She consistently praises children's achievements and talks with them about elements of the resources. The childminder embraces children's individuality and personalities, encourages them to share and take turns, and be independent within their play. She has a very good knowledge of children's abilities and progress and uses effective systems to record their individual development.

Children are very happy and well behaved. They show good self confidence as they choose their own play equipment, and show enthusiasm as the childminder suggests ideas during their play. Children benefit from the positive family environment and form very good relationships with the childminders husband and children. Good use of certificates for children's achievements, such as potty training, help them to feel good about themselves. Children increase the range of their vocabulary because the childminder encourages them to copy and say words during their play. She promotes their inclusion by inviting them to sit together on the sofa and listen to stories. Children learn to count in numerical order through singing nursery rhymes. They sort resources according to colour and shape, and have access to programmable toys, such as a mini computer, and sound activated story books. Children take part in adult-led activities where they learn about cultural events, for example, they colour in pictures of rabbits, listen to stories, and taste prawn crackers, as part of Chinese New Year celebrations. Books, playpeople, and dolls reflect positive images of diversity.

Children learn about the features of living things as they plant and look after seeds and plants. They enjoy outside play, all year round, and have access to a good range of resources in the childminders spacious garden. A large decking area which is immediately adjacent to the main play provides children with sufficient space to ride wheeled toys. Outside play is enhanced through the provision of a covered sand tray, scooters, a small parachute, and a basketball net. Children are provided with a good range of experiences such as fruit picking, regular visits to a local Sure start centre, a music group, childminder group, and a soft play facility. The childminder varies the outings according to the weather, and includes opportunities for children to visit local parks and adventure centres.

Children develop their imagination through a good range of creative activities. They use paint and glue and have access to a range of media during visits to local groups. They play with train sets, push dolls around in buggies, and have access to a good range of small world toys and dressing up clothes. Children learn how to cross the road safely and the procedures for getting in and out of the car. They know they have to walk where the childminder can see them and to hold hands when crossing the road. Children take part in monthly evacuation practices where the childminder explains about what to do in the event of a fire. They learn about good hygiene practice as they are encouraged to wash their hands at appropriate times. Written parental consent has been sought for most of the children, although for does not include two of the children on roll. This puts their health at risk in the event of an emergency. The childminder currently provides meals for some of the children attending, and gives parents the choice about food provision. She uses a

written menu that includes alternative food in relation to children's allergies, which is displayed in the hallway for parents to see.

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	3
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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