

Inspection report for early years provision

Unique reference number	EY251511
Inspection date	23/02/2011
Inspector	Cathy Hill
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 2003. She lives with her husband and two children, aged nine and 12 years, in Knaphill, Woking, Surrey. The ground floor of the childminder's house is used for childminding with sleeping facilities available on the first floor. There is a fully enclosed garden for outside play. The family has two cats and keep fish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of which no more than three may be in the early years age group. She currently cares for three children in this age group at various times during the week. The childminder also offers care to children aged over five years to 11 years. 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.

Overall the childminder provides a welcoming, child-friendly, family environment for children's care and learning. Children have good relationships with the childminder and settle quickly in her care. Inclusive practice is positively promoted. The childminder is well organised and maintains a range of documentation to support her practice, although some records lack detail. Her capacity for continuous improvement is good. She has addressed recommendations raised at her last inspection and has been proactive in continuing with her professional development.

What steps need to be taken to improve provision further?

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

- improve learning records by tracking children's development in each area and by clearly identifying their next steps in development
- update risk assessment records to show the action taken to ensure the premises are kept secure
- improve documentation by including Ofsted's contact address within the complaints procedure and by ensuring child record forms are fully completed.

The effectiveness of leadership and management of the early years provision

The childminder is kind and caring and sensitively interacts with children as they play. Children's welfare is safeguarded by the childminder who has attended specific training in this area. She has a detailed written policy to support her safeguarding practice and this is shared with parents. Children readily turn to the

childminder for cuddles and support with play showing that secure trusting relationships have been established. They keep safe as they are closely supervised as they play. Risk assessment records are maintained for the home and outings, although the records do not identify how the premises are kept secure. The childminder carries out a daily visual safety check of her home and resources and has a safety gate so children cannot access the stairs unaccompanied. A good variety of age appropriate toys and activities give children daily opportunities to develop their skills in all areas. Toys are accessible to children at their level and the childminder is attentive in ensuring all children are treated with equal concern and all are included in activities.

The childminder works in partnership with parents and others involved in children's care and education to ensure continuity of care. She has good relationships with parents and shares daily information with them about their child. Parents are very happy with the care provided and find the childminder to be 'reliable, efficient and caring' as well as 'honest, kind and practical' and someone who 'clearly loves children'. Parents confirm they are kept well informed about their child's development. All the childminder's policies and procedures are shared with parents, including the complaint's procedure, although this does not include Ofsted's contact address. The childminder has completed a detailed self-evaluation of her practice and is aware of her strengths and areas for development, such as improving detail in her paperwork. She dedicates her time to ensuring children's individual needs are catered for.

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

Children have very positive relationships with the childminder and enjoy the attention they receive as they play. They behave very well as they play together and amicably share resources, such as modelling tools. Children are relaxed and are allowed to follow their own interests, which reduces the incidents when they may feel frustration. Young children enjoy the freedom to crawl around and show developing body control as they try to pull themselves to standing. Older children move freely around and demonstrate good fine motor control as they manipulate modelling dough to make a house. The childminder's policies and procedures help protect children from illness and infection. Children play in a clean home environment and are taken out daily in the fresh air. The childminder works in partnership with parents to meet children's dietary requirements and provides children with healthy snacks. Children have free access to their drink so they can help themselves when thirsty.

Children take part in regular fire drills which helps develop their awareness of safety within the home. The childminder is vigilant to safety and ensures children are secured in booster seats at the table when taking part in craft activities. She organises her time so children have good opportunities to develop their future skills both within and outside the home. She maintains some development records for children but these do not track their progression in all areas or show their next steps in learning. The childminder knows the children in her care well and interacts

with them as they play to help develop their skills. She increases the language and vocabulary skills of children by naming toys, describing colours and counting. Children develop in self-esteem as a result of the praise they receive for their efforts. They show good levels of concentration as they absorb themselves in craft activities and have fun playing with musical instruments, pressing the keys on the toy keyboard to listen to the different sounds made. Children have good opportunities to develop their understanding of the wider world and to develop their social skills as the childminder takes them on regular outings, for example, to the Surestart Children's centre and to the park.

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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