

Inspection report for early years provision

Unique reference number	EY267984
Inspection date	01/03/2011
Inspector	Nicola 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.

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Description of the childminding

The childminder has been registered since 2003. She lives with her husband and their two children of secondary school age in a detached house in Knaphill, near Woking, Surrey. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on this floor. There is a fully enclosed garden available for outside play. The family have a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of six children under eight years, of these, three may be in the early years age group at any one time. She currently has one child on roll in the early years age group and five children on the Childcare Register. The childminder is also registered to provide overnight care for one child aged under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, welcoming and inclusive environment, where children are respected and valued as unique individuals. Children make good progress in their learning and development because the childminder ensures a variety of activities are provided that promote the Early Years Foundation Stage requirements. Effective partnerships with parents are established which ensure children's individual needs can be met. The childminder is aware of her strengths and areas for improvement and uses this awareness to review her practice. Her commitment to continue to monitor and develop her childminding practice has a positive impact on the outcomes for children. Most welfare requirements are being met, although there are weaknesses with some aspects of documentation.

What steps need to be taken to improve provision further?

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

- maintain the record of risk assessment so that it clearly states when it was carried out and by whom, and includes identification of hazards for all outings/trips children go on. 01/04/2011

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

- ensure that parents' views about their child's development are more formally secured to fully enable the early identification of children's learning needs,

and update children's individual learning journeys more regularly in order to clearly show their achievements and progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is well protected. The childminder has good knowledge and understanding of how to safeguard children and is familiar with child protection procedures. Appropriate measures such as ensuring that all adult members of the household have undergone vetting checks, are in place. The childminder has a clear risk assessment system in place for her home and garden, which safeguards children. However, she does not always date this record or note who completed the risk assessment. In addition, risk assessments are not in place for all outings and trips children go on. The childminder maintains all other required documentation relating to her registration appropriately.

The childminder continuously evaluates her daily practice and demonstrates a genuine enjoyment of her work. Since the last inspection, the childminder has gained the level 3 Diploma in Home-Based Childcare and has also attended other short training courses, which shows she is committed to her own professional development and to the continuous improvement of her service. The childminder has also recently completed the Ofsted self-evaluation form as a means of identifying strengths and areas for improvement. Recommendations made at the last inspection have been addressed successfully.

The childminder successfully promotes equality of opportunity, offering a service that is open to all children and their families. She adapts activities to support children's developmental needs and interests and carefully considers the needs of individual children during times such as school runs, sleep and meal times. She develops children's understanding of diversity and other cultures by providing them with a range of resources that promote positive images and meaningful activities. The childminder provides a good range of toys and equipment that are suitable to meet children's stages of development and individual learning needs. Children have easy and safe access to the resources which are maintained in a good state of repair.

The childminder is aware of the need to work in partnership with other providers and professionals delivering the Early Years Foundation Stage to children who may also attend her setting. She has developed good relationships with parents and has started to give out questionnaires to seek their views about her service. A good set of written policies and procedures provides parents with clear information about all aspects of the provision. A two-way flow of regular communication and comprehensive written daily diaries ensures that parents are kept well informed about their child's achievements and well-being. The childminder has regular discussions with parents about how their child is progressing, and parents also have access to their child's 'learning journey'.

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

The childminder has a good developing understanding of the learning and development requirements of the Early Years Foundation Stage. Some discussion takes place with parents about their child's development before they start at the setting, although this is not recorded, which prevents the childminder from firmly and quickly identifying the children's starting points. Once the children have settled however, the childminder documents children's learning through photographs and written observations. She regularly identifies children's next steps for learning, which inform the future planned activities. However, she does not update each child's 'learning journey' regularly enough to show children's progress towards the early learning goals.

Children are happy and contented in this child-friendly environment where they can engage in a wide variety of activities. The childminder's warm and nurturing attitude towards them enables them to feel safe and secure in her care. Trusting relationships have been formed and children have developed a real sense of belonging. Children are very eager to learn, concentrate well and readily make decisions on where and how they want to play and explore. The children eagerly look to the childminder for cuddles, making eye contact and chatting to her, who always responds, showing them she has listened. They enjoy sitting with the childminder to look at books and show very good imagination, looking after their dolls; brushing their hair, changing their clothes and asking the childminder to help put a nappy on. They communicate well, using their developing language skills and baby signing to express their needs. Children enjoy creative activities such as drawing and cooking, and persevere at activities such as the shape sorter, clapping themselves when they manage to fit the shapes into the correct holes. Children also benefit from outings away from the home, such as visits to the library, toddler groups and soft play centres, which broadens their horizons and adds to the different experiences they have.

Children experience good levels of supervision, and appropriate safety equipment is in place to ensure hazards are reduced. They are learning how to keep themselves safe as they practise fire drills and learn about road safety. Children's good health is exceptionally well promoted and they learn about healthy living from an early age. The childminder implements very good procedures to ensure the premises and resources stay clean and well maintained. She consistently encourages children to wash their hands at appropriate times and monitors the food provided for children to ensure that is highly nutritious. The childminder has a positive attitude towards the benefits of being outside and encourages children to be out in the fresh air every day as they walk home from school and visit local parks. Children's behaviour is exemplary and they respond very positively to the praise and encouragement that is given throughout the day. The childminder provides children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

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	1
The extent to which children make a positive contribution	1
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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