

Inspection report for early years provision

Unique reference number	EY294453
Inspection date	28/03/2011
Inspector	Hazel Farrant
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2004. She lives with her husband and two young children in Guildford, Surrey. Children have access to the ground floor of the property and access to the property is at street level. Outside play is provided by daily walks and visits to local parks. The childminder is registered to care for a maximum of four children, of which two may be in the early years age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, of which three are in the early years age range. Local parks, shops and schools are within easy walking distance. The childminder attends the local parent and toddler groups. They have one cat as a family pet. 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.

The childminder offers good quality care, learning and development, resulting in children making good progress. Children benefit from the warm caring inclusive environment in which they play and learn. The childminder is monitoring and evaluating her practice and is keen to further develop the provision and improve outcomes for children. Most required documentation is in place.

What steps need to be taken to improve provision further?

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

- request written parental permission 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 (Safeguarding and promoting children's welfare)
- 28/04/2011

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

- develop systems to further incorporate parent's comments into children's individual records to ensure they contribute to and are fully involved with their child's learning on a regular basis
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has good knowledge of how to safeguard children and knows what to do if she has a concern regarding a child in her care. She has essential documents and procedures that help her follow the Local Safeguarding Children board procedures which are shared with parents. The childminder identifies dangers and hazards and takes steps to eliminate risk to children. She has effective recorded risk assessments for her home and for all outings. Most other required documentation is in place. However, the requirement to request parental permission for seeking emergency medical advice or treatment in the event of a serious incident is not in place. This is a legal requirement and has the potential to impair children's health and welfare particularly where a parent may request alternative or additional arrangements to be considered. Resources are good quality, well organised and readily available for children to use. They are colourful and suitable for the age of children attending the provision. Children use a variety of resources and are offered a balanced curriculum. The childminder uses her knowledge about children's needs to change and swap resources to continue meeting their ever changing needs and to keep them engaged in their play.

The childminder has successfully addressed the recommendations raised at the last inspection. Her self-evaluation outlines the strengths and she has identified areas where she feels development will improve the outcomes for children. The childminder has a secure understanding of how children learn and recognises the importance of using observations of children to plan the next steps in their learning. Parents have good access to their child's development records. However, currently parents do not have the opportunity to be involved in contributing to the observation, assessment and planning for their own child. The childminder is keen to attend training and regularly liaises with her colleagues about practice issues. This helps to keep knowledge and understanding about the Early Years Foundation Stage (EYFS) current and enables her to continue meeting children's needs.

The childminder has a good understanding of the needs of all the children in her care and ensures they are offered equal access to all opportunities and experiences to promote equality and diversity. For example, all children are able to take part in activities together at the table because younger children are secured in booster seats. Toys and resources are organised effectively to ensure children have good opportunities of self-selection. Links with parents are good. They exchange verbal information about the children on a daily basis which keeps both parties up-to-date with the events in the children's lives. The parents are supplied with information about the provision and share their views through questionnaires. This means the childminder is open to suggestions by parents and respects their thoughts and feelings about the care their children receive. Feedback is also sort from older children to ensure they enjoy the activities that are on offer to them. Communication with other EYFS providers is supporting children well because the regular contact and exchange of information means there is continuity of care and a successful promotion of children's well-being learning and development.

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

Children are cared for in a safe clean and well organised setting. They are enthusiastic about learning as they make choices and decisions about their play and confidently help themselves to toys, books and games. Children enjoy looking at books and early skills of reading and writing through meaningful, practical experiences such as mark-making. They particularly enjoy making cards and placing them in an envelope to post to their parents. Children use their creative skills as they decide to make a boat out of a large scale construction set. With sensitive support children are able to negotiate with one another who will be the captain of the boat. They develop their play further by introducing a toy driving wheel to enable them to steer the boat. Children attend a variety of groups and visit their local environment which gives them good opportunities of learning about other people. They are given opportunities to explore other people's languages through posters and education programmes on the computer. Children acknowledge cultures and participate in celebratory activities, such as Chinese New Year and Diwali.

Children benefit from regular exercise in the fresh air; they enjoy visits to the local parks and play areas. They have good opportunities to practice their fine motor skills as they use pencils and manipulate dough. The childminder and children engage in a warm and caring relationship. She engages children using eye contact, asking questions and offering praise and encouragement. This helps children feel safe and secure and builds positive self-esteem. Children are challenged in their play and are given opportunities that keep them interested and stimulated. Therefore children are making good progress and continue to have a very good time.

Children's welfare is supported well. The childminder offers a setting that welcomes children and enables them to feel happy, safe and settled. Children are beginning to develop an understanding about their own safety on and off the premises as they talk about what they should do during an emergency evacuation. However, children have not practised the procedure to ensure they fully understand what to do in the event of a real emergency. Children play well on their own as well as with the childminder and they form good relationships. Children feel valued and recognise themselves in photographs displayed in their individual scrapbooks. Children's health, physical and dietary needs are understood by the childminder and met to a good standard. They enjoy fresh fruit at snack time and have access to drinking water throughout the day. Overall, the children are developing the fundamental skills that will support any future learning.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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