

Inspection report for early years provision

Unique reference number	EY264182
Inspection date	21/07/2011
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 lives with her husband and child, aged 10 years, in Addlestone, Surrey. The ground floor of the house is used for childminding activities with an upstairs bedroom used for sleep only. There is an enclosed garden for outdoor play. The family has a cat. 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 is currently caring for three children in this age group at various times during the week. She also offers care to children aged over five years to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and content and are making excellent progress with their learning in the childminder's care. Overall, the childminder organises her practice well to provide a safe, welcoming, family environment in which all children are fully included. A generally good range of documentation is in place to support the childminder's practice in all areas. Her capacity to maintain continuous improvement is good. The childminder has addressed recommendations raised at her last inspection and has been proactive in attending training to further develop her own knowledge and skills.

What steps need to be taken to improve provision further?

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

- improve children's learning journey records by updating them on a regular basis to clearly identify their next steps in learning based on observational evidence of their current abilities
- improve the safety of the premises by ensuring a smoke detector is fitted on the first floor at all times
- improve documentation by including Ofsted's contact details within the complaints procedure and by updating policies to reflect the Early Years Foundation Stage framework.

The effectiveness of leadership and management of the early years provision

The childminder is very gentle, kind and caring towards children and they spontaneously toddle into her arms for a cuddle, showing that secure, trusting relationships have been established. Children are closely supervised as they play and their welfare is safeguarded well. The childminder has a detailed safeguarding

policy to support her practice and keeps a record of any existing injuries children may arrive with. She has risk assessed her premises to ensure children play safely and has identified and minimised hazards. She has practised her fire drill with children to develop their awareness of how to keep themselves safe and has a fire blanket and extinguisher in her kitchen. The childminder has a smoke detector fitted on the ground floor of her premises but does not currently have one fitted upstairs, although she has one ready to fit. She is vigilant to safety and ensures hot drinks are placed out of the reach of children and that children are safely in age appropriate high chairs at the table.

Children are treated with affection and respect as appropriate to their individual needs. They have equal opportunity to access an extensive range of age appropriate toys and activities and resource boxes are labelled with both words and pictures so all children are aware of their content. Inclusion is positively promoted by the childminder and children are developing an awareness and understanding of diversity, for example, through discussions with the childminder about different cultures.

The childminder works effectively in partnership with parents and others involved in children's care and education. Good relationships are established with parents. The childminder shares all her policies with parents and shares both daily written and verbal information with them about their child. Parents are very positive about the childminder's practice and state they are "happy with the care provided" and "would not hesitate to recommend [the childminder] to others". The childminder has completed a self-evaluation form reflecting on her practice. She is aware of her strengths and has identified that she would like to access more training and to regularly review and update her policies.

The childminder has a range of policies in place which underpin her practice. They contain generally good detail, although Ofsted's contact address is not included within the complaints procedure and the policies have not been updated to refer to the Early Years Foundation Stage framework. The childminder is cheerful and enthusiastic and dedicates her time to interacting with children to ensure they have positive play experiences.

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

Children flourish within the childminder's care and are making excellent progress with developing their future skills. They spend their time actively learning through play and enjoy free access to a wide range of age appropriate resources. The childminder has an excellent understanding of children's individual development needs and maintains learning journey records for all children in which she tracks their progress. She observes children's learning and records her observations in children's daily diaries and has some entries in their learning journey records. She is acutely aware of children's next steps in learning but does not clearly identify these in all areas within children's learning records.

The childminder very effectively interacts with children as they play to challenge and extend learning. For example, she asks children to bring her two balls and children show an understanding of what has been said as they immediately turn to get a ball and take it to the childminder. Children are very confident and enjoy the freedom to explore and learn at their pace. They are allowed to follow their own interests which reduces the incidents when they may feel frustration and they behave very well. They show an extremely strong sense of security and belonging as they happily sing and chatter away to themselves as they play. They help take responsibility for their environment as they help put paper craft shapes away before moving on to another activity.

Children show an understanding of technology; they press buttons on interactive toys and pick up the receiver on a phone and hold it to their ear as they pretend to listen and then talk into it. Children nestle happily on the childminder's lap to listen to a story about a dog and develop their vocabulary as they repeat words after the childminder. They are developing an awareness of safety as the childminder talks to them, for example, about not putting sticky paper in their mouth. Children are confident in their bodies and show good spatial awareness, for example, as they take a pull-a-long caterpillar toy on a walk around the room. They safely and carefully manoeuvre around other toys as they merrily walk around. They have daily opportunities for play in the fresh air and show an awareness of their own needs as they freely drink from their cup when thirsty. The childminder works in partnership with parents to meet children's individual dietary requirements and children follow routine hygiene practice as the childminder supports them in cleaning their hands before eating.

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	1
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	1
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	1
The extent to which children develop skills for the future	1

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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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