

Inspection report for early years provision

Unique reference number	EY427136
Inspection date	26/09/2011
Inspector	Louise Bonney
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 registered in 2011. She lives with her husband and teenage daughter in Maybury, Woking. The property is close to local schools and amenities and there is a park nearby. The ground floor of the property is used for childminding, with an upstairs bedroom allocated for children's sleeps. There is a fully enclosed garden for outdoor play. The childminder has a pet cat.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has two children on roll in the early years age group attending part time, and one child in the older age group. She is registered to care for a maximum of five children under eight years at any one time, no more than three may be in the early years age range. The childminder walks and drives to local nurseries and schools. She takes children on outings to local parks, children's centres and the library.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and inclusive environment that promotes good outcomes in their learning and development. The childminder safeguards the children through risk assessing their environment and closely supervises them at all times. However, steps have not been taken to remove all hazards in the garden. The childminder demonstrates sufficient capacity to continue to develop as she quickly establishes her provision and identifies future improvements and training to attend. She has good partnerships with parents which support continuity in children's care and learning, and she is beginning to establish partnerships with the nurseries children also attend.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure hazards to children in the garden are kept to a minimum (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).
- 11/10/2011

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

- promote continuity in children's care and learning by developing the two-way flow of information with other provisions children attend.

The effectiveness of leadership and management of the early years provision

The childminder develops and implements a comprehensive range of written policies and procedures that protect children's welfare. All adults living on the premises have been appropriately checked for suitability. The childminder has attended safeguarding training and is aware of the procedures to follow if she has concerns about children's welfare. She risk assesses the children's environment and outings and identifies any hazards, most of which are effectively reduced. She teaches children how to evacuate the premises safely in case of fire. However, although she supervises the children closely in the garden she has not taken all reasonable steps to reduce hazards relating to the shed and greenhouse. This breaches the welfare requirements. The childminder has completed an environmental health assessment from the local authority and implements effective food hygiene procedures.

The childminder organises her premises to provide children with increased space for their activities and easier access to a wide range of resources, indoors and out. She has effective systems for assessing children's progress that help her identify their next possible steps and support planning. She has already attended courses to learn how to further support children's creative play and awareness of diversity, as well as for safeguarding and business issues. However, she has not implemented all recommendations made at registration to be carried out prior to minding. The childminder qualified as a primary school teacher abroad, but is registering to attend level 3 training to continue to develop her knowledge of early years provision. Overall, this reflects a suitable capacity for maintaining continual development.

The childminder promotes equality and diversity well. Feedback from parents is very positive and reflects the strong partnerships the childminder has with them. She seeks information about children's home backgrounds, routines and development. They agree provision through the completion of documentation, such as consent forms and contracts. This helps the childminder identify and meet children's individual needs well. She is bilingual and learns key words to support communication with children who speak English as an additional language. She takes time to share information with parents on a daily basis at handover, such as children's activities and development or new experiences the children have had at home, such as family holidays. This helps the childminder and parents build on children's developing interests and new experiences, and supports good continuity in their care and learning. The childminder collects children from nurseries and tries to exchange information with staff; although this supports children's care it does not as effectively support children's achievement.

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

Children settle well as the childminder makes them feel welcome and fully includes them in all activities. They develop confidence and a sense of belonging as they snuggle up to her for a story, and smile as they hold up their arms to be lifted out of their highchair. Children very much enjoy their activities and show enthusiasm as they find a book and bag of props to share together. They look closely at maps, trace paths with their fingers, and pretend to use cameras and telescopes as they develop their imagination and listen to the story. They develop strong communication skills as they talk to the childminder throughout their activities. The childminder asks them questions that make respond thoughtfully. She occasionally introduces other languages into activities as they count in Spanish and uses key words when supporting children who speak English as an additional language.

Children develop good levels of independence, concentration and persistence as they develop their own play. They spend time dressing dolls and learn how to do up various fasteners. The childminder gives the children time to try hard for themselves before offering support, just before they become too frustrated. This helps the children develop a sense of achievement when they finally manage the task they have set themselves and they celebrate their success with the childminder. This develops positive attitudes towards learning something new. Children behave very well and without prompting remember the rules for politeness. They learn to make allowances and be tolerant as the childminder gently explains how new children need to learn the rules. They are involved in planning their activities, but quickly and without fuss adapt their ideas when the childminder explains why they cannot visit the park today and suggests alternatives. They show care and concern as they gently put an arm round new children to offer reassurance, whether they need it or not, but which helps them too develop a sense of belonging and of being valued.

Children develop healthy lifestyles. They move between indoor and outdoor areas as they play and visit play parks, benefiting from energetic activities in the fresh air. The childminder provides healthy meals that take account of children's likes and dislikes and they have a varied and well-balanced diet. Children talk about and follow good hygiene routines that prevent the spread of germs. As they dress dolls the childminder encourages them to think about which clothes keeps them warm on cold days. This helps them develop good awareness of how to stay healthy. Children show awareness of risk and how to stay safe. They do not speak to strangers visiting the childminder's home until the childminder introduces them and tells them it is all right. They assess risks as they push along wheelbarrows and sit-and-ride toys, or learn to use scissors safely with the childminder's support. Children are aware of the areas to play in when outside and the childminder always supervises them closely. This sufficiently protects children's safety.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 11/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 11/10/2011