

Inspection report for early years provision

Unique reference number	EY375362
Inspection date	02/04/2009
Inspector	Carol Newman
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 2008. She lives with her husband and one pre-school aged child in Tadworth in the Borough of Reigate and Banstead. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. Local facilities include the town centre, schools, parks and the library.

The childminder is registered to care for a maximum of five children under eight years, of whom two may be in the early years age group at any one time. She is currently caring for four children, three of whom are in the early years age group. All children attend on a full time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make progress in their learning and the childminder ensures children are kept safe and receive a high standard of care. All children are made to feel welcome in this inclusive provision and the childminder productively shares her time to encourage all children's interests. The childminder is beginning to successfully evaluate her practice to establish the areas that she wishes to develop for the optimum benefit of the children.

What steps need to be taken to improve provision further?

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

- continue to develop activity planning to ensure a rounded approach to child development through the delivery of a balance of adult-led and child-initiated activities.

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

- develop coherence of learning and development across different settings and related to the child's experience at home in order to lay a secure foundation for future learning (Educational programmes).

30/04/2009

The leadership and management of the early years provision

Children thrive in this well-organised provision. The childminder takes steps to ensure all policies, procedures and record keeping are well maintained to promote children's welfare. Resources are thoughtfully stored and the childminder has

focussed on the children's well-being since commencing minding.

The childminder is suitably qualified and willing to attend additional training to develop her knowledge. She is beginning to use self-assessment well to identify her strengths and areas where she can grow and improve her provision. The childminder enjoys her time with the children very much. She is very keen to provide the best experiences for each and every child so that they reach their full potential.

Parents are provided with good quality information about the care on offer and they are updated on a daily basis about their children's time with the childminder. Children's safety is a real strength and the childminder is confident in her knowledge of safeguarding issues and the procedures to follow if there are concerns about a child in her care.

The quality and standards of the early years provision

The childminder supports children's play very well. She joins in with the children's games and asks open ended questions to make them think. The childminder uses the daily routine very effectively to encourage children's learning. For example, when she opens the window, she discusses the weather for the day.

Children can freely access a range of resources suitable for their ages and stages of development that provide them with experiences across all six areas of learning. For example, children learn to count beyond 12, write their name in chalk, play in the garden and at the park, engage in art/craft, drawing and colouring, and they discuss their forthcoming holiday to the Caribbean and how they will not get sunburnt. Older children can play with toys with small components when babies are sleeping and this contributes to children's safety. The childminder informally plans some activities, particularly to do with some festivals, but these are not sufficiently balanced to ensure a rounded approach to child development, because play is primarily child-led.

The childminder is beginning to make regular observations of children's achievements to inform her practice. She thoroughly researches any additional needs to ensure she is able to adapt her provision for all individual children. Parents are very happy with the care the childminder offers. They are kept well informed of the children's day through the daily diary and regular conversation. However, the childminder does not seek information about children's starting points when they enter the provision and she does not liaise sufficiently with children's other settings to develop coherence of learning and development in order to lay a secure foundation for future learning.

The childminder takes excellent steps to safeguard and promote children's welfare. Regular, comprehensive risk assessments of all areas of the provision, indoors and outdoors, ensure children play in a safe environment at all times. For example, stickers have been applied to the patio doors to prevent children from walking into them. Children learn how to keep themselves safe through frequent emergency evacuation practices, house rules and a good knowledge of how to cross the road

safely, and fire safety equipment is maintained in good working order.

Children's health is successfully promoted through good hygiene procedures and a healthy menu. This is made available to parents and meets children's individual dietary requirements. Children benefit from separate towels and flannels to help to prevent the spread of infection.

Children understand right from wrong and good behaviour is rewarded with praise and encouragement and merit stickers. The childminder uses suitable behaviour management techniques and children learn to share, take turns and respect each other.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.