

Inspection report for early years provision

Unique reference number	EY351382
Inspection date	31/01/2011
Inspector	Christine Clint
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 registered in 2007 and lives with her husband and two school age children. The family home is in Witley, near Godalming, Surrey. Local schools, shops and parks are within walking distance. All areas of the property are used for childminding and children play on the ground floor in the sitting room. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time; three children may be in the early years age group. The childminder is currently caring for two children in the early years age group on a part-time basis. The family have two dogs. The childminder attends the local carer and toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a strong understanding of meeting children's individual needs for care and learning. She effectively promotes children's development and progress through everyday routines and through planned and spontaneous play. The childminder has included most of the regulatory requirements for the Early Years Foundation Stage. She is evaluating and assessing all areas of the provision and shows a clear commitment to continual improvements.

What steps need to be taken to improve provision further?

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

- must keep written records of all medicines administered to children, and inform parents (Promoting good health) 21/02/2011

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

- develop systems to share information with other carers to promote children's learning and progress.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of safeguarding children at all times; she spends all her time supervising and encouraging children's play and learning. She has recently updated her training in child protection and is very aware of the

procedures for referring any concerns. The childminder has moved house since the last inspection and all areas of the home are safe and well organized with safety equipment in place; the rear garden has been fully designed and landscaped with completely secure fencing and a separated area for the family dogs. The childminder has developed a full range of policies and procedures which parents read to ensure they are informed and these include a planned procedure for complaints. All permission from parents is precisely recorded for children's individual needs, although the childminder is not recording the daily administration of medication and this is a breach of the regulations.

There are comprehensive records of risk assessment in place and the childminder has included all areas of the home and garden, including children's contact with the dogs. She has also developed records of the hazards on different outings and venues that children attend. These records show that the childminder has focused on safeguarding children at all times. A fire evacuation procedure is in place and the childminder has recorded individual fire drills that she has practised with the children; all fire safety equipment is provided and the fire department have visited the new home.

The childminder has improved her provision since the last inspection because she has successfully planned for children in her care throughout all changes to the home and garden. She has also implemented efficient and thorough systems to record children's progress in learning and development. She has obtained clear information from parents at the start and has linked this with children's ongoing development, including their next steps for learning. The childminder understands the need to share information with any other carers, but has not yet developed systems to link this with the records of children's development.

Children have ample resources for play and good opportunities for making choices from the selection of play equipment available. The childminder includes regular daily routines for recognizing and completing the weather chart, she plans in advance to provide for children's preferences, she organises regular outings and opportunities for physical exercise and outdoor play. She includes opportunities for socialising at toddler groups and has an open attitude towards equality and diversity; she has increased the resources available to reflect the diversity in society and children have frequent contact within the community to enable them to understand about different levels of ability.

The childminder has established sound relationships with parents who are keen to share information and have frequent contact with the childminder. They provide thorough details to ensure that the childminder is fully informed about individual children's needs and daily routines. Parents read and sign to confirm they understand all the policies and procedures available in the childminder's portfolio. They can access their child's learning and development records at any time and the childminder writes a termly report for parents and arranges a meeting to discuss children's welfare and progress.

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

Children are very settled and know their daily routines with the childminder. They are happy and confident in the garden; they manage the steps on the deck well and know their way around. They play with the sand and show interest in the broken ice that is piled on the grass. They collect this in fishing nets and understand how cold it is when they touch it; the childminder encourages them to describe how cold the ice feels when they empty out the nets and handle the ice. Children have daily walks with the childminder and they learn about nature and talk about what they see and hear. They show they are keen to get warm and they are learning to be independent with dressing and undressing. Children try to hang their wellington boots on the boot stand by the front door when they come inside. They are learning to manage in the ground floor toilet and to use a low stool carefully to reach the sink. The childminder has encouraged children's awareness of hygiene by displaying posters about hand washing. Children sit together for snack and lunch, they competently use plastic knives to cut up bananas, they are independent when managing their own packed lunches; opening and closing containers easily.

Children are increasing their level of speech and pronunciation and repeating letter sounds. The childminder ensures that she makes eye contact with children when they need to concentrate more and she speaks very clearly. Children handle and play with the small stones that the childminder has used to fix individual letters on, she sounds these and links with a word for children to repeat. Children also show a keen interest in books and stories, they listen well and the childminder holds their interest while she reads and shows them pictures. They complete a weather chart together everyday and children sort out the pictures and learn to identify the weather. They have many opportunities for outdoor play in the large garden; there is ample space for running and jumping, playing with water and using bubbles. They can experience the texture of shaving foam and making patterns and marks with their fingers, they take part in cooking activities and have made vegetable curry, pizzas and cakes; learning about ingredients and different quantities. Children can recognize when they use programmable toys, they press buttons and understand that this makes toys work. They build with bricks and construct towers; the childminder counts the bricks with them and praises their efforts.

Children show excitement and enthusiasm for joining in with the activity programme on the television, they know this well and understand how to follow the actions and copy the other children by moving their arms and legs. They enjoy the music and show rhythm in their movements. They often attend a music and movement session locally. Children are learning about managing their own safety through moving appropriately indoors and the childminder reminds them. They are taking turns and sharing play resources and the childminder fully encourages them to help each other and learn to care about 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

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	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	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

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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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