

Inspection report for early years provision

Unique reference number	EY423198
Inspection date	16/08/2011
Inspector	Catherine 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 was registered in 2011. She lives with her husband and child aged three years, in Woking, Surrey. The downstairs of the home and a log cabin within the garden are used for childminding, with a first floor bedroom used for sleep only. Toilet facilities are on both floors. The home is close to local schools, shops and parks. 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 two may be in the early years age group. The childminder is currently caring for two children in the early years age group. 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.

The childminder effectively organises her home environment to provide children with a variety of play and learning experiences both indoors and outdoors. Children are very happy and are making good progress in their learning. Most required documentation is in place to support the childminder's practice and children's health and well-being is generally well promoted. The childminder has made a very positive start to her childminding career and her capacity for continuous improvement is good, overall.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 06/09/2011
- keep a daily record of the names of children looked after on the premises and their hours of attendance (Documentation) 06/09/2011

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

- improve children's understanding of healthy practices, through reinforcing the importance of hand washing before eating, for example
- develop further self-evaluation systems to review and assess practice in all areas, in order to improve the quality of practice and secure continuous

improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by the childminder. She has a suitable knowledge of safeguarding issues and she has a written safeguarding policy which supports her practice in this area. Documentation is in place to support most areas of the childminder's practice. However, she does not keep a daily record of children's hours of attendance and does not have written consent to seek emergency medical treatment or advice for all children in her care. These are breaches of requirements. The childminder risk assesses her home on a daily basis to ensure identified hazards are minimised and children play safely. Written records are kept of risk assessments for both the home and outings. A good range of age appropriate toys and resources are easily accessible to children both indoors and out in the garden. For example, child-size furniture is set out within the garden and children sit outside to eat their breakfast and snack. Within the dedicated playroom there is an alphabet and number floor mat and this is used effectively by the childminder as a learning aid during activities. Children have good daily opportunities to develop their skills in all areas and enjoy both free play and activities introduced by the childminder.

The childminder works positively in partnership with parents and others involved in children's care and education. Parents are kept well informed about their children through a daily exchange of both verbal and written information. The childminder shares all her written policies with parents. She keeps them informed about their child's development through sharing their learning journey records. The childminder treats all children with equal concern and is very attentive in ensuring all children are included in play and they have equal opportunities to access age appropriate resources. She has a good understanding of children's individual needs and supports children in learning about diversity through daily activities as opportunities arise. The childminder has only recently begun to evaluate her practice. She liaises with other childminders to discuss practice issues, and has invited parents to participate in the process. She is developing a clear understanding of her strengths and how to move forward, including planning activities for the winter months and improving her documentation.

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

The childminder is very kind and caring and devotes her time to positively interacting with children to ensure they are happy and well occupied with a variety of fun, play activities. Children are very well behaved and have excellent relationships with the childminder and with each other. They play harmoniously together and amicably share resources, such as the dinosaur figures when engaged in role play. They show a strong sense of security and belonging within the childminder's home as they confidently and freely choose whether they play

indoors or out in the garden. They take responsibility for the environment as they help tidy toys away. For example, a child independently decides to trundle a wheelbarrow around the garden collecting up toys on the lawn. Good quality interaction from the childminder helps children become secure and confident. Children enjoy cuddles from the childminder and approach her confidently for chats, showing they feel safe in her care. They learn how to keep themselves safe through taking part in emergency evacuation practices and understand that the safety net on the trampoline needs to be closed when the trampoline is in use.

The childminder has a good understanding of how to support children in developing their future skills. She sensitively interacts in their play ensuring all children have opportunities to achieve and enjoy themselves. She has started to keep learning journey records which include comments on children's development in all learning areas. The childminder successfully engages all children in learning through play while providing appropriately challenging activities. Children concentrate well as they make fridge magnets together. They demonstrate an understanding of the letter sounds and shapes as they use letters to stick on their magnets. For example, a child picks up a letter 'B' and says the sound of the letter. The childminder asks the child what they can think of that begins with 'B' and they immediately reply 'balloon'. The childminder fosters children's interest in literature as she sits with them to read stories of their choosing. Children listen attentively to the stories and recognise and name the different shapes they see in the pictures. Children are content because their health, physical and dietary needs are well promoted on the whole. Children play regularly in the fresh air and show good control of their bodies as they exercise and climb the steps on the slide, happily bounce on the trampoline and manoeuvre themselves around on wheeled toys. Children play in a clean home environment and understand the benefits of a healthy diet though discussion with the childminder as they sit sociably together for a snack. The childminder has policies and procedures in place to ensure children are protected from illness and infection. At times, however, hand washing is not fully reinforced before children sit to eat. Children have good appetites and enjoy healthy snacks of banana, apple and kiwi fruit. They confidently talk about how kiwi fruit is green and how it comes from New Zealand, showing a developing awareness of the wider world.

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	3
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	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:

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 part of the report (Records to be kept) 06/09/2011

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 part of the report (Records to be kept) 06/09/2011