

Inspection report for early years provision

Unique reference number	EY332192
Inspection date	04/11/2008
Inspector	Teresa Elkington

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 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 was registered in 2006. She lives with her husband and three children aged ten, nine and six years of age, in Reigate, Surrey. The whole of the childminder's home is used for childminding purposes and there is an enclosed garden to the rear of the property for outside play.

The childminder is registered on the Early Years Register to care for a maximum of three children aged under five years at any one time. The childminder, in agreement with the parents, uses the services of an assistant, which when working together allows a maximum of five children aged under five years to be cared for at any one time. Registration also includes both the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, all of whom attend on a part time basis. The family have two rabbits. The childminder attends local parent and toddler groups.

Overall effectiveness of the early years provision

The childminder provides an inclusive service for the children in her care. She is committed in providing appropriate support to enable children to feel a sense of belonging and promote their self-esteem. This is achieved through the range of diverse activities and equipment that are readily available to them. Documentation is in place to support some areas of her practice, although there are weaknesses with regard to the maintenance of some documentation. The childminder has viewed her practice and has identified areas for further development, although she has successfully implemented a secure structure for her learning programme to ensure that children are well supported in all areas.

What steps need to be taken to improve provision further?

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

- ensure the attendance is clearly maintained
- ensure fire evacuation procedures are practised and a record is maintained
- ensure written parental permission is sought for all children to allow them to participate in outings and to travel in a vehicle

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

- ensure that all medicines administered to children are clearly recorded (Safeguarding and promoting children's welfare) 18/11/2008
- ensure a written procedure is in place for the dealing of any concerns or complaints received from parents (Safeguarding and promoting children's welfare) 18/11/2008

The leadership and management of the early years provision

The childminder makes effective use of her home, which enables children to engage in a range of play experiences throughout all areas available to them. Children have access to a range of play resources which encourages their independence and supports their development. Children benefit from the support given to them by both the childminder and her assistant as clear roles of responsibility have been established to ensure an effective working relationship. The childminder is fully aware of the relevant checks that need to be carried out to ensure that adult members of the household are appropriately vetted.

Children are safeguarded through the use of policies and procedures and the childminder's clear understanding of what action needs to be taken if required. The childminder has started to develop systems to enable her to evaluate her practice to ensure that children's needs are fully met. Risk assessments are carried out on a regular basis to enable the childminder to identify any hazards to ensure that children play in a safe and secure environment. The childminder has adopted a clear evacuation procedure in the event of a fire. However, no systems have been adopted for children to practise the fire evacuation procedure, to ensure that they respond appropriately to keep themselves safe.

The use of observational records highlights children's achievements and provides information for the childminder to plan for children's next steps in their learning. Effective partnerships have been established to ensure a consistent and joint approach to care and learning for all children. Ongoing communication through the use of daily diaries and verbal exchanges provides a clear insight for parents to their children's achievements and routines. However, information to support the welfare needs of children has not been fully established, which prohibits the ongoing welfare needs of all children. For example, no formal records have been made of when medication has been administered and written permission for the participation in outings and travel by car has not been maintained for all children. Most policies and procedures are in place in support of the service provided. However, there is currently no written complaints procedure to provide information to parents in the event of them having a complaint or concern. A daily attendance book is in place, although it has not been completed in line with regulations. The childminder shows a commitment to developing her knowledge of early years practice to ensure that her skills remain consistently updated through the attendance of available training courses.

The quality and standards of the early years provision

Children benefit from a stimulating learning environment where they are supported well as individuals. The childminder plans a varied range of activities which ensures that children are appropriately challenged to enable them to achieve to the best of their abilities. The childminder adopts a flexible approach of both planned and child initiated activities, which results in a wide variety of learning opportunities. Children are actively encouraged to become independent learners. They select play resources freely and take responsibility for their own personal routines, for example, taking off

their coats which they then hang on their peg with little or no support from the childminder. Children show delight as they sing, move and play a variety of musical instruments along with the music. Children use their imagination well which is well supported by the childminder to allow children to act out familiar scenarios, for example; younger children happily change dolls nappies, while older children set off to work with their toolkits in hand. Children respond well to the open ended questioning from childminder which encourages them to talk about what they are doing and to extend children's thinking.

Children show care and consideration to one another. They are actively encouraged by the childminder, as she praises their positive actions and provides clear explanation of the importance of sharing and taking turns. Children understand the need for rules to keep themselves safe and support their daily routines. For example, they have a good awareness of the boundaries when playing out in open spaces and readily abide by the house rules that are in place, as they spontaneously take off their shoes when coming in from the garden.

Children enjoy a healthy lifestyle as they enjoy a range of well balanced meals which take into account their dietary needs. They enjoy daily exercise as they participate in garden activities, where they enjoy a range of resources to help develop their physical skills. Daily walks allow children to learn about their immediate world and attendance at mother and toddler group provide opportunities for children to socialise with other children of their own age. The childminder has established effective hygiene measures to secure children's well-being.

Children's learning and individual needs are well supported, as the childminder effectively plans for children's progression in all areas their learning through her understanding of how children learn and through the use of regular observations and the ongoing dialogue with parents. A range of resources to support children's understanding of their own and other cultures encourages them to feel a sense of belonging and a respect for those around them.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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 the 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.