

Inspection report for early years provision

Unique reference number	EY364491
Inspection date	09/12/2008
Inspector	June Fielden
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 was registered in 2007. She lives with her husband, adult son and teenage child in Merstham, Redhill. The whole of the ground floor of the childminder's house is used for childminding, plus a bedroom on the first floor. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of six children at any one time, and is currently minding four children in the early years age group. She walks to local schools, parks and shops and she regularly attends a toddler group. 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

Children are provided with effective opportunities to make progress in all areas of learning and development. The childminder's relationship with parents and others involved in children's care contributes towards ensuring that children's needs are well met. Through self-evaluation the childminder has a good understanding of her strengths and has taken steps to make any necessary improvements. The childminder strives to enhance the experiences she provides for children and keeps parents well informed of their child's progress. There is a breach of a specific welfare requirement relating to safeguarding, but this does not have a significant impact on the provision.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment covers anything that children come into contact with, such as some wires that are assessable to them in the living room.

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

- obtain written permission from parents for the emergency medical treatment of children
(Safeguarding and promoting children's welfare)

31/12/2008

The leadership and management of the early years provision

The childminder has identified her most significant strength as listening to children and their parents to ensure that her planning appropriately meets their needs. As a result of the recent evaluation of her practice the childminder has decided to review her policies and is considering providing a cover for part of her patio area, to enable children to use it in all weathers. The childminder has ensured that all

weaknesses identified at her registration visit have been dealt with, including extending her resources and ensuring that dangerous chemicals and alcohol are inaccessible to children. Parents are effectively provided with information about their child's progress through daily diaries, and they are regularly asked if they wish to see the scrap book containing examples of their work. Children's profiles are accessible to them at any time, on request. There are monthly newsletters, a parents' whiteboard for notices, and the childminder is always available to speak to them at the end of the day. She has also made parents aware of the learning and development requirements of the Early Years Foundation Stage (EYFS). The childminder informs parents of the web site from which she obtains the activity sheets she uses with children, should they wish to follow up what she is doing at home. The childminder also lets parents know in advance the topic children are about to cover with her.

All the necessary documentation to meet the requirements of the EYFS is in place, apart from written permission from parents for the emergency medical treatment of children, although verbal agreement has been obtained from parents, and the childminder knows the procedure to follow in the event of such an emergency. She has an appropriate understanding of how to protect children from harm and makes parents aware of her complaints procedure. Her premises are secure, and the childminder remains with children at all times when visitors are present, to ensure their safety. She relays information between parents and staff at other settings children attend. The childminder uses her knowledge of the activities children participate in at these settings to further develop their learning. The childminder understands how to liaise with other professionals involved in children's care.

The quality and standards of the early years provision

The childminder has a well organised system for planning which is based on different topics, such as the weather or festivals, and includes activities children particularly enjoy. She ensures that she covers all areas of learning within her weekly themes. The childminder completes regular observations on children to identify any areas in which they are having difficulty, to inform future planning. She believes in letting children learn through play and provides them with a good balance of adult planned and child led activities that follow children's interests. She often repeats activities to show children's development in a particular area, and keeps this work in their scrap books, as evidence of their progress. There is also an assessment profile for each child, which includes written observations and photographs which are dated and annotated, showing that children are making effective progress in their learning. Children play confidently with role play equipment for extended periods of time, while the childminder remains close by to offer support as necessary. The childminder engages children in conversation as they play, to develop their language skills. One young child commented on the pretend food they had prepared, saying that it was 'cooling down and down'. Children are encouraged to count during everyday activities, and to use their reasoning skills as they play card games with the childminder. They exercise by playing on the large equipment in the childminder's garden, during walks to the park, and at toddler groups, where they socialise with others. Children use the computer with the childminder each week, to develop their understanding of

information technology.

Children follow effective hygiene routines and have their own colour coded flannel and towel to use. They learn to blow their nose and the childminder ensures that dirty tissues are placed in the bin straight away. Parents provide their own food for children and the childminder monitors what they eat to ensure that they are provided with healthy options. Water is available to them at all times. The childminder's accident and medication records are well completed. Her risk assessments are regularly completed and a record of these is kept. Children are taught the Green Cross Code to raise their awareness of keeping themselves safe. Safety measures such as gates and socket covers are in place, although there are a few wires accessible to children in the lounge/dining room. The childminder uses effective behaviour management strategies and children are taught to have good manners. Praise is used positively by the childminder and children sometimes receive a sticker as a reward. Children learn to work out their problems through play, enjoy solving puzzles and have started to co-operate and help 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?	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?	2
How well are children helped to stay safe?	2
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:

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:

- put in place a written statement of procedures in relation to complaints (Procedures for dealing with complaints)

31/12/2008

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:

- put in place a written statement of procedures in relation to complaints (Procedures for dealing with complaints)

31/12/2008

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.