

Inspection report for early years provision

Unique reference number	EY369449
Inspection date	26/09/2008
Inspector	Deborah Jacqueline Newbury
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

This childminder registered in 2008. She lives in Camberley in Surrey with her husband and their child aged two years. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet facilities available on this floor and provision for children to sleep available on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time. There are two places for children in the Early Years Foundation Stage (EYFS). This provision is also registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently two children on roll; both of whom are in the EYFS. The childminder is not registered to provide overnight care.

The family has two cats.

The childminder is willing to walk or drive to local schools and nurseries to take and collect children. Children regularly visit a local carer and toddler group and attend a soft play centre.

Overall effectiveness of the early years provision

Children are settled and at ease in a warm and welcoming environment. They enjoy positive relationships with their carer, whose kind and caring manner adds to their confidence and sense of belonging. The childminder treats all children fairly and with equal concern. Children freely explore a variety of play materials and go out and about within the local community and further afield. However, there are weaknesses in respect of some aspects of the provision which impacts on children's learning and development and more particularly, on their welfare. The childminder has begun to develop her understanding of the Early Years Foundation Stage and to consider areas for improvement.

What steps need to be taken to improve provision further?

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

- use observation and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child to progress through the early learning goals
- obtain information about children's starting points and develop further existing links with parents to ensure a joint approach to support children's learning and development

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

- carry out a full risk assessment for each type of outing 10/10/2008

and ensure children are kept safe and not left unsupervised at any time

The leadership and management of the early years provision

The childminder organises those areas of her home used by children effectively to ensure they have ample space to sit and play in comfort and can choose from a variety of good quality play materials that are suitable for their ages and stages of development. She has produced a comprehensive range of written policies and procedures and shares these with parents to ensure they are well informed about her provision. Required documentation is in place and the childminder undertakes risk assessments. However, these are not sufficiently well developed and action taken to minimise or eliminate risk is not fully effective; in particular, in respect of the supervision of children. Arrangements for getting children into the car are not especially well thought out and one child is left to sleep in the car, unattended. These actions compromise children's safety. The childminder has an understanding of the possible signs and symptoms of child abuse and the action she must take if she has any concerns.

Parents and childminder work in partnership to ensure continuity of care for children. Relevant information about children's likes and dislikes is gathered and daily informal discussions are supplemented with a written diary which provides parents with a flavour of how children spend their day. However, channels of communication are not yet sufficiently well focused on children's learning and progress as the childminder does not seek information about children's starting points and systems to ensure a clear joint approach to support children's learning have yet to be developed.

The childminder has begun to informally evaluate her provision. She is aware of some areas for further development, for example in respect of developing her knowledge of the learning and development requirements for the EYFS and has booked on relevant training courses to help her with this.

The quality and standards of the early years provision

Children make steady progress towards the early learning goals as the childminder provides them with a mixture of activities and experiences inside and outside the home. These include both child initiated play and adult directed activities that she has planned to provide a loose structure for the week. The childminder appreciates the importance of using observation and assessment to support each child's learning although systems for doing this are very much at an early stage of development. Children potter freely around the play room, choosing what they play with from easily accessible resources. They show interest in the train track and the different 'tools' that accompany the work bench and press buttons to operate these. Books are popular and children look at these both independently and as they snuggle up on the sofa with the childminder and listen to stories. She points out different pictures and asks questions about what they are seeing. Outings to a local toddler

group and soft play centre form part of the children's usual weekly routine and provide opportunities to mix with other children and thus develop their social skills as well as exploring the community. They also often visit places of interest further afield, such as Windsor, to see the soldiers.

Children are accommodated in a secure environment where some potential risks to their overall safety are identified and minimised through use of appropriate safety features. They begin to learn about road safety as the childminder talks to them about cars when they go out and about. Within the home, she explains about the need to pick up some of the toys strewn around on the floor so they do not fall over these and they learn what they need to do if the smoke alarm sounds as they sometimes undertake fire drills. A clean home and consistent routines help to promote children's good health and minimise the potential for the spread of infection; for example, washing hands before meal times. Children are helped to be physically active as they regularly spend time outside in the fresh air, playing in the garden or visiting local parks. They enjoy nutritious meals and snacks. The childminder sits with them at meal times and eats the same food as them, which helps to instil an awareness of the importance of healthy eating for everyone. Children's self-esteem is fostered with praise and encouragement. They are beginning to learn appropriate ways to behave and respect one another with the support of the childminder as she explains and guides them away from unacceptable behaviour and encourages good manners.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.