

Inspection report for early years provision

Unique reference number	EY367944
Inspection date	07/11/2008
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 2008. She lives with her husband and young son aged two years, in Redhill, Surrey. The whole of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play. Access to the house is via steps leading to the front door. The childminder is registered to care for a maximum of two children at any one time. Currently two children are on roll, who attend on a part time basis. The childminder walks to local schools and pre-schools to take and collect children. The childminder attends the local toddler group on a regular basis. The childminder is a member of the National Childminding Association and receives support from the local authority. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

Overall effectiveness of the early years provision

The childminder shows an adequate awareness of children's individual needs and works with parents to ensure that she provides an inclusive service for all families. Policies and procedures to support most aspects of the daily routines have been implemented to ensure that children's needs are considered. However, systems to support children's learning and development have not been fully implemented to ensure that these needs are effectively recognised and planned for. Children enjoy the warm and caring environment provided by the childminder as they are at ease and well settled. The childminder is committed in the undertaking of further training to ensure that her practice continually improves.

What steps need to be taken to improve provision further?

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

- develop the observation and planning systems to ensure that children's individual learning is fully supported
- ensure documentation clearly details all information for children
- ensure that the fire blanket is wall mounted and that a record is maintained of any fire drills practised by the children

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

- keep a record of complaints and any subsequent action taken (Safeguarding and promoting children's welfare) 21/11/2008
- ensure a record of risk assessments is maintained (Safeguarding and promoting children's welfare) 21/11/2008

The leadership and management of the early years provision

The childminder has a secure understanding of her role and responsibilities in safeguarding children and has recently completed relevant training. This ensures her knowledge is kept up-to-date and she can take appropriate action if she has any concerns about a child's welfare. The childminder carries out visual risk assessments on the premises and periodical checks of all toys and equipment. However, there is no record of when assessments have been carried out and no record of when risks have been identified and what action was taken.

The childminder has developed a working partnership with parents to ensure that they are fully informed as to children's daily routines and achievements, through the use of a daily diary and verbal communication. The childminder has documentation in place to enable her to gather all the relevant information from parents for the care of their children. However, not all information has been fully established from parents, which prohibits the childminder from acting in the best interests of all children if the need arose. The childminder has yet to use the systems she has begun to develop, for observing and assessing children's progress and development. Parents are made aware of the policies and procedures which guide all aspects of the service provided, including a policy statement outlining the procedure to be followed in the event of a complaint being raised. However, no record has been implemented to ensure that any complaint is clearly recorded and what outcome was reached. The childminder understands that she needs to evaluate her practice in order for her to develop her service. She has made links with other childminders and is currently planning her long term training programme to ensure her knowledge of early years practice is continually updated.

The quality and standards of the early years provision

The childminder promotes many aspects of children's health, safety and well-being effectively. Appropriate measures are in place to ensure that children develop a healthy life style. Children are encouraged to undertake personal hygiene routines independently and there are appropriate measures in place to support the care routines of young children. They are developing good eating habits through the provision of freshly cooked, well balanced and nutritious meals provided by the childminder. She discusses children's dietary requirements with the parents to ensure that their individual needs are met. Children are becoming aware of the importance of keeping themselves safe as they have clear routines which they follow when out and about. Hazards within the home have been clearly identified to ensure that children play in a safe and secure environment. Evacuation procedures have been established and are practised by the children, however, the fire blanket is not wall mounted and practised fire drills have not been evaluated through recording, to allow the childminder to reflect on the effectiveness of the drills carried out.

Children enjoy a play environment, which allows them to move around freely selecting resources of their own choosing, as they are organised to promote children's independence as they have free access to them. The childminder rotates

play equipment to ensure that children have variety and to promote children's continued enthusiasm for play.

The childminder values each child highly and is respectful about each child's cultural background, which is supported well through the close liaisons with parents to ensure that children feel a sense of belonging. Activities are planned both in and outside of the home which allows the childminder to promote children's awareness of their immediate world and provide activities to support their understanding of their wider world. Children's behaviour is well supported through the positive approach that the childminder adopts. Children are praised for their positive actions and are helped to develop their understanding of right from wrong through the explanations that are given by the childminder, which helps them to play well together and show respect for one another.

The childminder adopts a flexible approach to children's learning and provides a range of activities to develop learning in all areas. Children enjoy using malleable materials such as play dough and clay. They make candles holders from clay to celebrate the festival of lights and use a range of small tools, as they use cutters and stamps to make different shapes from the play dough. Children enjoy regular outings to the park and surrounding local groups, where there is large play equipment, which provides children with plenty of opportunity to develop physical skills and enjoy fresh air and exercise. The childminder has started to record evidence of the activities that children engage in. However, she has yet to establish systems to enable her to observe and evaluate what children have learnt from their activities, in order to plan for children's future development and progress.

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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.