

## Inspection report for early years provision

---

<b>Unique reference number</b>	160512
<b>Inspection date</b>	08/10/2008
<b>Inspector</b>	Judith, Mary Butler
<b>Type of setting</b>	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 registered in 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their five children, four of whom are aged over 16 years. The family live in Staines. Shops, toddler groups, parks and other amenities lie within walking distance. The childminder can take children to, and collect them from, local schools and pre-schools. The family have pet dogs and ferrets.

The children access the whole of the ground floor and further bathroom facilities on the first floor. There is a fully enclosed garden available for outdoor play. The house is readily accessible. The childminder is a member of the National Childminding Association. The childminder is registered to care for up to six children at any one time and she is currently caring for six children on a full and part time basis. The childminder holds a relevant early years qualification. She has experience of caring for children with learning difficulties and disabilities.

## **Overall effectiveness of the early years provision**

Children are very happy and settled within the home of this childminder. They freely access the wide range of toys and resources and make independent choices about their play. The childminder has flexible plans in place and builds these around the individual choices of the children. She has a sound knowledge of the Early Years Foundation Stage (EYFS) and uses this to challenge and extend children's learning through their particular play preferences. The childminder works closely with the parents to support children and ensures they receive regular feedback regarding their child's progress. She is developing partnerships with professionals within the schools and nurseries the children attend and this provides further support to children's learning. The childminder uses formal and informal evaluation methods and this enables her to improve and develop her childminding provision.

## **What steps need to be taken to improve provision further?**

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

- further extend the formal risk assessments to include all outings undertaken by the children.
- continue to develop methods of observing children and using the observations to identify children's next steps in learning.

## **The leadership and management of the early years provision**

The childminder has clear policies and procedures in place and this enhances the safety and welfare of the children. She has developed effective systems for sharing these with parents, such as providing them with copies of the policies and asking

them to sign consent forms and completed documentation such as accident reports. The childminder stores documentation to ensure confidentiality at all times. She ensures the children are safe while in her home through effective risk assessments and a daily safety check. However, these have not been extended to include outings such as a trip to the park or toddler groups. She regularly attends training to support her childminding and enhance the welfare and safety of all children in her care. Recent courses include first aid and safeguarding children.

The childminder organises her home to provide children with choices about where and with what they play with. Children receive a high level of individual time and support from the childminder who spends her time playing with the children. Her sound knowledge of the EYFS enables her to plan individually for each child. She is developing methods and systems for recording and undertaking observations on all children. She uses the observations to update each child's development records and identify their next steps in learning. The daily routine in place enables children to access a wide range of active, quiet, adult and child initiated activities.

## **The quality and standards of the early years provision**

Children are incredibly settled and happy in this home. They delight in the individual time and attention they receive from the childminder who knows each child very well. All children are included and valued and have developed sound relationships with the childminder and their peers. They are chatty and friendly and include visitors to the home in their conversations, for example, showing them the mini beasts and suggesting they cook them for lunch. Children learn about the world around them through regular outings including walks to the park and visits to toddler groups.

Children have opportunities to make individual choices about their play through discussion with the childminder and access to a wide range of readily accessible toys and resources. They particularly like the playdough and use a range of tools and equipment effectively to make their chosen objects, such as the rolling pin to roll the dough flat and their hands to make a 'small furry tiger'. The childminder's flexible approach to planning enables her to build on the choices that children make, such as an impromptu walk to the park. Constant talk and communication with the children assists their learning, including naming the colours of the fruit and talking about where worms live while at the park.

Children behave very well and show cooperation with others in their play and work, such as, sharing the raisins at snack time and taking it in turns to go down the slide. The childminder reinforces the expectations for behaviour through the daily routines. For example, reminding one child to sit down on the chair while playing at the table and talking to another about holding on to the pushchair away from the edge of the road so that he remains safe while on an outing. She discusses behaviour and agrees strategies to manage behaviour with parents and this ensures children receive consistency between the two homes. The childminder discusses children's routines with their parents, she follows these and this assists children in feeling secure within her home, for example, following the sleep patterns of one child and having a quiet time looking at books with another.

Children are safeguarded within the home. The childminder supervises the children at all times. She has attended safeguarding training and is aware of the signs, symptoms and routes for referral should she have any concerns regarding a child in her care. Children remain safe in the home due to the effective risk assessments that are in place, however these have yet to be extended to include outings with the children. They are encouraged take care of the toys and resources, for example, helping to pack away before snack time.

Children develop an awareness of a healthy lifestyle through the daily routine, for example, walks to and from school and regular opportunities to play in the garden or visit parks. They freely access drinking water within their daily routine and enjoy a range of healthy snacks and meals. Meal times are a sociable occasion, with the children and childminder sitting to the table and chatting about their day. The risk of infection is minimized through the effective procedures in place providing the children with individual towels to use after they have washed their hands.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

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

### Quality and standards

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

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](http://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**

Since the last inspection, Ofsted has received one complaint that required the provider to take action. This related to failing to inform Ofsted of a significant event.

Ofsted carried out a visit and set an action for the provider to ensure that Ofsted were informed of significant events. The provider remained suitable for registration at the time the investigation was closed.

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.