

Inspection report for early years provision

Unique reference number	EY290098
Inspection date	11/02/2009
Inspector	Ann Moss
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 has been registered since 2004. She lives with her son aged six years in the village of Cranleigh, Surrey. There is clear access to the premises. Children have access to the whole of the childminder home and there is a fully enclosed garden available for outside play. The family has two cats.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a total of five children at any one time. The childminder is currently caring for five children, on a part-time basis, three of whom are on the Early Years Register. The childminder works weekdays throughout the year. The childminder is registered to provide overnight care.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides a good level of care and education. The childminder provides an inclusive, warm and welcoming environment where all children's individual needs are respected and provided for. The childminder has a positive attitude and is proactive to evaluating her provision and seeks out areas for improvement. For example, she identified the need to develop her knowledge of the Early Years Foundation Stage and successfully completed a recognised course. She has used this information to develop her practice. In addition, she identified the need to further organise the storage of play materials. As a result, she has purchased additional storage units so that children have ease of access to a wider range of resources and can freely initiate their own play and learning. Most welfare requirements are met, although some documentation lacks essential detail.

What steps need to be taken to improve provision further?

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

- develop the links between children's parents/carers and other schools children attend to consolidate children's learning and to share assessment procedures
- keep a daily records of the names of the children looked after, in particular the date of attendance
- keep a record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or accident
- improve hand washing routines to ensure children are protected against cross infection.

The leadership and management of the early years provision

The childminder organises her home effectively to ensure children have space to play and move around freely, creating an inclusive and welcoming environment. She maintains all required documentation. However, although there is a system in place to record children's hours of attendance, records do not contain sufficient information, such as the date of attendance. This comprises children's safety and leads to insufficient recorded information. Comprehensive policies and procedures are effective and inclusive for those children who attend, and are shared with parents. The childminder ensures she remains up-to-date with early years practice through the completion of further training and by attending relevant workshops. This ensures she maintains good standards of care and demonstrates her commitment towards consistent improvement.

The childminder conducts a comprehensive risk assessment and is vigilant in protecting children from hazards both inside and outside the home. As a result, children are familiar with safety routines, such as the emergency evacuation procedure, and they clearly understand how to keep themselves, and others, safe. However, the childminder has not identified the need to maintain a record of risk assessments.

There are good partnerships in place with parents and the childminder ensures information is exchanged regarding children's daily care routines. Although the childminder discusses children's development on a regular basis, at present, there are no formal systems in place to involve parents in the assessment procedure and observations are not always shared. In addition, the childminder has not yet developed successful partnerships working with other practitioners delivering the Early Years Foundation Stage, in order to discuss the children's progress and therefore complement the education and care other settings are providing.

The quality and standards of the early years provision

The childminder provides a warm and secure environment in which children are happy and content. They show confidence as they initiate meaningful conversations with adults and express their needs well. They show a strong sense of belonging to the setting as they move around freely and are very familiar with the daily routines and the childminder's expectation. The childminder takes account of the individual children in her care when choosing activities and play opportunities, and demonstrates that she knows the children well. For example, she recognises that a child is developing good language for communication and focuses on print, such as books, labels and mark making to further promote learning. Children's need for growing independence is well supported as they self select their own activities and are given time to pursue their learning without interruption. Consequently children play purposefully and are content to complete activities to their own satisfaction. The childminder has attended training on planning and assessment and has started to develop her knowledge of the six areas of learning. She has started to make observations in order to assess children's development and can readily talk about what she needs to do to help

children make progress. However, the childminder does not sufficiently link in with other providers involved in children's learning, such as the parents and schools that children attend to ensure children's next steps are clearly identified and planned for.

Children respond very well to the childminder's clear and consistent boundaries for behaviour. They are beginning to take responsibility for their own actions and willingly tidy away their toys and equipment before choosing something new. This provides a basis for appropriate behaviour. Children's efforts are acknowledged through praise and a 'high five'. As a result, children develop confidence and self-esteem.

There is good provision in place to safeguard children. Children's health and well-being is promoted and most steps are taken to protect children against the spread of infection and prevent the spread of illness. However, children share a hand towel and this compromises children's good health. The childminder ensure there are daily opportunities for children to spend time outside and benefit from fresh air. Children eat healthy and nutritious meals that are provided by the parents and have regard for the individual dietary needs and preferences. Drinks are readily accessible to children throughout the day. Children learn aspects of personal safety when out walking as the childminder talks to them about road safety and stranger danger.

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?	2

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:	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 has been no complaint made to Ofsted since the last inspection.

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.