

Inspection report for early years provision

Unique reference number	EY379625
Inspection date	11/03/2009
Inspector	Anne Nicholson
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 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 four school aged children in a residential area near to Sunningdale, Sunninghill, Ascot and Windlesham and close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding. The childminder collects children from the local school and attends several toddler groups on a regular basis.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has only been providing child care for four months and is developing her information for parents and documentation to ensure that each child's individual needs are identified and their welfare and learning are promoted. Children receive care in an environment that is secure with consideration given for their safety. The partnership with parents and other carers linked to the children is developing, information is gathered about their contact details and personal requirements, however base-line assessments on children's abilities on entry are still in development along with planning and observing children's progress through the Early Years Foundation Stage (EYFS) learning and development requirements. Reflective practice is developing through the childminder completing a self-evaluation process and beginning to identify areas of strength and where further development is required.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of the EYFS learning and development requirements and the use of planning, observations and assessments to improve learning outcomes for children and to ensure their continual developmental progression
- develop a system for gathering information about children's starting points and ways of recording observations undertaken to support planning for children's individualised learning
- develop resources and opportunities for children to develop positive attitudes to diversity and difference, not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society
- improve systems for gathering information about individual children's needs and develop links with other providers of the EYFS to ensure a shared

approach to supporting children's learning and development is in place to provide a consistency in practices for the benefit of the children

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

- maintain a formal risk assessment, identifying aspects of the environment that need to be checked on a regular basis both inside and outside the home environment and whilst on outings, recording when and by whom they have been checked (Suitable premises, environment and equipment)

26/03/2009

The leadership and management of the early years provision

Children receive care in a welcoming environment and there are opportunities to access resources for themselves as well as requesting them from the childminder. There is a routine for the day that includes any school or preschool runs, periods of rest and times to eat. There is some information and documentation in place for parents to see. Leadership and management of the setting is satisfactory and an area that is currently developing as she gets to grips with working as a childminder. Her knowledge and understanding on both the contents of and how to implement the EYFS learning and development requirements is an area that requires addressing and the childminder has booked onto a training session to help assist with this. Children remain protected through the use of those policies and procedures already in place and a visual risk assessment being carried out however, there is no formal risk assessment currently in place and this is a breach of the legislation. Children remain safe as the childminder holds a valid paediatric first aid certificate, has completed an initial childminding training session and all adult members of the household have undergone suitability vetting procedures.

The quality and standards of the early years provision

Children build good relationships with the childminder and appear comfortable within her care and home. Their welfare, learning and development opportunities within the setting are beginning to develop through the childminder being aware of the likes and dislikes of the children in her care and providing them with resources she knows they like. Currently the childminder's understanding of the EYFS and learning and development requirements is minimal and therefore planning, observations and assessments to assist children in making developmental progress are limited. Children have access to a playroom of resources, the kitchen table for creative work and a rear room primarily for older children to use. A pre-school age child was playing with some play-dough, using it to make particles of rubbish to 'sweep up' and using cutters to make cookies which she then 'cooked' in her box oven. She played well however, she did not like to share the childminder's attention or take turns when everyone played the 'Greedy Gorilla' game. The childminder has already identified sharing and taking turns as an area for further development, however she has been unable to gain information from other carers

of the child to support her and ensure that a consistent approach is provided for the benefit of the child. Building effective partnerships with other agencies and increasing the detail of information about aspects of children's development to parents is an area for the childminder to address. Children are supported in developing their independent skills through being encouraged to put coats and shoes on and using the toilet unassisted.

Children can easily access a selection of resources from the storage units in the playroom and this supports their independence and allows them to make their own choices. They enjoy doing creative activities and after collecting stone chippings and leaves from the garden the child present started to make a picture using them. Initially she started on her own and requested the childminder 'do it' for her, the childminder encouraged her to keep going as it was her picture however, later on the childminder ended up doing it for her and this, along with another example provided, led to inconsistent messages being given to the child about what is acceptable or required of her whilst at the setting. Photographs of the activities children enjoy are beginning to be added to children's notebooks and these will be used alongside other observations the childminder may make to show what they have completed whilst with her and also to show their 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

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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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