

Inspection report for early years provision

Unique reference number	EY379076
Inspection date	16/04/2009
Inspector	Christine Stimson
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 was registered in August 2008 and lives in a first floor flat in Kingston, Surrey with no lift access. It is situated close to schools, parks and public transport links. The childminder lives with her husband and three daughters aged seven, four and 18 months. The whole of the flat is used for childminding.

The childminder is registered to care for a maximum of three children, under eight years, at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group and one child before and after school. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

The childminder collects children from the local school and attends several toddler groups, the library and visits parks on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder meets children's needs by organising activities based on their interests and abilities, recognising each child's uniqueness and establishing their starting points. Inclusive practice is established by the childminder who has a good partnership with parents, sharing information to ensure the needs of children are met. The childminder supports children's health and well-being and has a sound knowledge of how to safeguard children. Children's safety is supported in most areas, but the fire evacuation procedure has yet to be practised with children. Most regulatory documentation is in place and the childminder has an understanding of the strengths and weaknesses of her provision and has identified ways to improve it.

What steps need to be taken to improve provision further?

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

- devise a system to record details and outcomes of any complaints or concerns raised by parents
- make sure parents are informed about the procedure that will be followed if a child is taken ill whilst in your care
- make sure fire evacuation procedures are regularly practised with minded children
- further develop planning and observation to provide a clear picture of children's progress in all six areas of learning

The leadership and management of the early years provision

The childminder organises her toys so that children can choose from a wide range of good quality resources that are easily accessible in different parts of the flat.

Once children have made their choice the childminder engages with children in their play, offering suggestions and asking open questions to make them think about what they are doing. Some activities are planned by the childminder, like cookery or painting, based on next step notes made the previous week of children's achievements and interests. The childminder is currently developing her skills to enable her to deliver the Early Years Foundation Stage curriculum and has started to organise training with the local authority Early Years division.

The childminder has undertaken a comprehensive risk assessment of her home and all the outings she goes on and has taken appropriate steps to minimise hazards. For example, the childminder keeps a stair gate across the kitchen entrance to prevent children accessing her cupboards and drawers and she supervises children whilst they play on the balcony using sand and water. However, although the childminder has a written fire evacuation procedure for her home, which is displayed in the hallway, she has yet to practise this with children. This means they are not aware of how to leave the building quickly and safely. The childminder maintains most of the required records and documents to promote a safe environment for children, but has yet to devise a procedure to follow if a child is taken ill whilst in her care; she also does not have a system to record any complaints or concerns raised by parents.

The childminder has established effective links with parents, talking to them daily about how their child's personal needs have been met and the type of activities they have been involved in. A more formal meeting is planned where parents and the childminder will discuss their child's progress and plan together for next steps.

The childminder has recently attended a safeguarding children course and demonstrated a sound awareness of child protection issues. She has devised a safeguarding policy which has been shared with parents, along with all the other policies and procedures that support her practice. The childminder uses appropriate methods to deal with children's unwanted behaviour, using distraction and a firmer tone voice to attract children's attention. Praise and encouragement are used to reinforce positive behaviour and the childminder acts as a good role model to children, using common courtesies and maintaining a calm manner.

The quality and standards of the early years provision

Children take part in a number of activities that stimulate and challenge them. For example, children make cakes, learning to stir milk and eggs into dry ingredients, which are then cooked and served as part of their daily food intake. Children are progressing well with their numbers, colours and shapes, and take part in activities that promote learning in these areas. For example, a machine is switched on by children which then produces lots of colourful ribbons shaped to look like butterflies. They try to catch these in nets and then count how many they have caught, with the childminder asking what colour each one is. Overall the activities provided by the childminder contribute effectively to their future economic well-being and bring learning to life, making it fun for children.

Children learn about keeping themselves healthy as they are provided with home

cooked food that is nutritious and are given opportunities to make healthy choices at snack time. Children follow hygienic routines such as hand washing before meals and after nappy changes. Daily visits to parks enable children to enjoy fresh air and exercise as they use playground equipment like slides, swings, climbing apparatus and rockers. Children learn to keep themselves safe through routines that involve crossing roads at appropriate crossings, using the green cross code.

Children have planted bulbs and seeds and are discovering how water and light helps to make them grow. Within the childminder's home children access a range of resources, some of which reflect diversity like dolls in wheelchairs and dolls from different cultures. Regular outings into the local community enable children to be included in group activities with others, for example at local toddler groups and during story time at the library. Here they learn about their local community and experience activities with people from different backgrounds to their own.

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 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.