

## Inspection report for early years provision

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<b>Unique reference number</b>	EY101619
<b>Inspection date</b>	13/05/2009
<b>Inspector</b>	June Fielden
<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 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 2001. She lives with her partner and 12-year-old child in Copthorne, Crawley, close to shops, parks and schools. There is a fully enclosed garden for outdoor play. The whole of the ground floor plus a bathroom and bedroom on the first floor is used for childminding. The family has three pet dogs.

The childminder is registered to care for six 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 one child in this age group. She is also registered on the compulsory and voluntary parts of the Childcare Register and offers care for children aged up to 11.

The childminder collects children from local schools and attends toddler groups.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a warm and friendly environment where their needs are appropriately met. The childminder provides them with appropriate activities to ensure that they make the most of the time that they spend with her. She is aware of her main strengths and some of her areas for further development. The childminder has an effective relationship with parents, and a good understanding of how to liaise with others involved in children's well-being. There is a breach of a specific welfare requirement, but this does not have a significant impact on the provision.

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

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

- continue to develop knowledge and understanding of the learning and development requirements in order to further establish systems for planning, observing and assessing children's development
- ensure that all wires accessible to children in the home are included in the risk assessment to maintain children's safety

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

- ensure that a record of the risk assessment clearly stating when it was carried out, by whom, and the date of review and any action taken is easily accessible and available for inspection by Ofsted (Documentation)

20/05/2009

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

The childminder has a good partnership with parents and liaises effectively with them before minding commences. She finds out about children's abilities, likes and things that distress them, such as being left in a room on their own. Parents are informed of their child's progress at the end of the day, and those with young children are also provided with details of nappy changes and sleep times. The childminder informs parents of the next steps she is taking with their children to assist them in their development, in order to involve them in their learning. For example, she discussed with parents how she was encouraging one child to start walking. Parents are also made aware of the childminder's policies, including her complaints procedure. They know that they can contact her at any time if there are any issues they wish to discuss concerning their child. Letters from previous parents show that they are very pleased with the care the childminder provides. When children start school she liaises with their teachers and also relays any messages between them and the parents. The childminder has a sound understanding of how to safeguard children, and the procedure to follow in the event of any concerns arising.

The childminder has ensured that her premises are secure, stays with children at all times when visitors are present, and asks them to show some form of identification. She has updated her knowledge in first aid since her last inspection. The childminder has mostly completed the recommendations raised in her last report, such as providing additional resources to promote children's understanding of different cultures and disabilities. She also develops children's knowledge of the needs of others through the television programmes they watch, and discussions about disabilities, which they initiate. The childminder identifies her strong points as her health and hygiene practices, and the way in which she develops children's understanding of the need to take exercise. Although most of the required records were accessible for inspection, as evidence of how the childminder promotes children's welfare, the record of her risk assessment, showing how she reviews the safety of her home was not available.

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

Children are provided with adult-led and child-initiated activities that cover all areas of learning. The childminder has a daily routine in place, but has not currently fully developed her knowledge of the learning and development requirements in order to firmly establish a system for planning, observing and assessing children. Although, she is aware of children's stage of development and has some understanding of their next steps in learning. For example, the childminder knew that one child was in the process of developing their communication skills to enable them to start talking, and that they were also ready to start walking. Consequently, she supported the child's efforts to pull themselves up and balance against the furniture while selecting the toys they wanted to play with for themselves. Children show confidence in communicating with adults through the noises, smiles and hand movements they make. They wriggle their bodies in time to the music played by one of the toys, and use the selection of

resources available in the childminder's garden for exercise. Children are also taken to local parks where there is large equipment for them to play on. They sleep in a travel cot when they are tired, or rest on the sofa with the childminder. Young children take pleasure in the noises made by the toys, and find out what they are like by investigating them through touch. There is an appropriate balance of adult-led and child-initiated tasks, and the childminder raises children's understanding of diversity through the activities she completes with them for occasions such as Diwali.

Children are encouraged to follow effective hygiene routines and the childminder raises children's awareness of healthy habits. They wash their hands after outdoor play and use tissues when they sneeze, to prevent the spread of infection. The childminder's accident and medication records are well completed, and children are offered healthy food, including fruit, bread sticks and yoghurts. Successful methods of behaviour management are used by the childminder, and are appropriate to children's age and stage of development. Positive behaviour is promoted by praise, especially when children have helped others and shown them kindness. Children are taught to work together and to share during their play. The childminder uses treasure baskets with young children, to encourage them to be inquisitive. They are provided with appropriate equipment and toys which are easily accessible to them, including books, games and maps, to raise their understanding of the world around them. Some appropriate safety measures are in place, such as the use of gates to prevent children having access to certain areas of the house unsupervised, and a fireguard in the living room. Although, there are currently some wires that are accessible to children in the childminder's home.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	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](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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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