

Inspection report for early years provision

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Inspection date	04/09/2009
Inspector	Deborah Jacqueline Newbury
Type of setting	Childminder

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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.

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Description of the childminding

The childminder was registered in 2008. She lives with her husband and child aged 11 months in Walton-on-Thames in Surrey. There are local schools, parks, shops and toddler groups within walking or driving distance of the home.

The whole of the ground floor of the childminder's home is used for childminding, with access to sleeping and toileting facilities on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of three children under eight years, of whom not more than two may be within the early years group. There is currently one child aged 11 months on roll who attends on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

Children regularly visit parks, the river and different children's centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are accommodated in a welcoming environment, where they are all treated with equal care and concern. They benefit from their carer's warm, gentle approach and her commitment to ensuring that children feel happy and at ease. The childminder is gaining in experience and is developing her knowledge, understanding and implementation of the Early Years Foundation Stage (EYFS) welfare and learning and development requirements, although she has not met one specific welfare requirement. She reflects informally on her practice and has made some improvements since registration. However, her overall use of self-evaluation as a means of ensuring continuous improvement across all aspects of the provision is not yet fully developed. Consequently, there are some gaps in arrangements for working in partnership with parents and in ensuring children's learning across all areas are fully promoted.

What steps need to be taken to improve provision further?

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

- request written parental consent, at the time of a child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future
- 25/09/2009

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

- improve existing arrangements to encourage parents to share what they know about their child in relation to starting points in their learning and what they like and dislike and use the information gathered to help plan for children's learning needs
- provide babies with a range of everyday resources and sensory experiences to enable them to explore and investigate creativity using their senses
- obtain prior written parental consent to administer non-prescription medication e.g. pain and fever relief
- update the record of risk assessment to include any assessments of risks for outings and trips

The effectiveness of leadership and management of the early years provision

The childminder's satisfactory knowledge and understanding of safeguarding and child protection procedures and the action she should take if she has any concerns contributes to her arrangements for ensuring children stay safe. She completes risk assessments for all areas of the home that children use. This means that any potential hazards are identified and removed. Babies are physically checked at frequent intervals whilst they sleep to ensure their safety. Suitable systems are also in place to ensure children's safety when they are on outings but there is no written record of the risk assessment for these.

The childminder has attended a pre-registration course and relevant first aid training although has not yet undertaken any other training courses. She has begun to reflect upon her provision and to act upon some identified areas for improvement. For example, by increasing the frequency and type of outings she takes children on as she recognises the benefit of these as a way of enabling them to mix with other children and to help them begin to develop their knowledge and understanding of their community and the wider world. However, overall, her existing systems for self-evaluation as a means of driving improvement across all areas of learning in an equal way and for working in full partnership with parents are not yet sufficiently well developed.

Most documentation required for the efficient management of the provision is in place although the childminder has not obtained written parental consent to seek any necessary medical advice or treatment. This is a specific legal welfare requirement, the lack of which compromises children's overall health and safety. She has also not yet obtained written consent to administer non-prescription medication e.g. pain and fever relief although verbal consent is given and specific arrangements are carefully discussed and agreed. The childminder uses and manages available space within the home appropriately to ensure young children have sufficient room to move, roll and explore. They explore a satisfactory range of resources that are age and stage appropriate and are organised to enable children to easily see what is available; encourage them to make their own choices about what they play with.

Parents are warmly welcomed into the childminder's home and handovers are unhurried, which ensures that both the minder and a child's parents are able to

exchange whatever information they feel important about children on a daily basis. This helps to promote consistent care for children based on their individual needs. Parents receive their own copy of the childminder's written policies and procedures, which ensures they have a clear idea about the overall organisation of the childminding service. However, not all parents are informed fully about the Early Years Foundation Stage (EYFS) framework and guidance and arrangements for gathering information about children's starting points are a little basic. This means that early activities offered to children may not provide immediate and appropriate challenge.

The quality and standards of the early years provision and outcomes for children

Children keep healthy as they are protected from illness and infection by the childminder. They play in a home environment that is maintained to a good standard of cleanliness and repair. Arrangements for the provision of food and drink are agreed on an individual basis, with parents and children sitting together to eat; this encourages the development of good social interaction. Young children feel self-assured and their confidence grows as the childminder makes sure that they feel safe. For instance, she makes a point of talking to them when she cannot give them her direct or immediate attention, so they remain aware of her interest and nearby presence. Her use of a positive, enthusiastic tone of voice when praising children, clapping and smiling widely affirms their sense of achievement and helps children appreciate that what they do is noticed and valued. Young children are helped to feel special because the childminder speaks gently to them and is always ready with a cuddle when they become fractious or unsure. Babies enjoy snuggling in; they know their carer and look to her for reassurance. This helps to ensure the development of strong, trusting relationships. Babies develop an understanding and awareness of themselves as the childminder plays simple games with them; for example by pointing to, stroking and naming different parts of their bodies. Their early communication skills are fostered appropriately as the childminder responds to their individual signs and gestures. Finger play, singing songs and doing action rhymes with them also promotes communication. All children have equal access to all resources and activities and have the freedom to explore the range of toys available. These include some interesting items that incorporate simple technology and cater for investigation of different textures, shapes and sizes. The childminder notices those items that appear to stimulate particular interest or curiosity and places these within grasping reach of babies, for instance a soft ball which makes an interesting noise when it is shaken and a toy that plays a tune when a button is pressed. She demonstrates what children have to do to achieve the desired outcome and then encourages them to have a go themselves. However, currently the range of resources and experiences offered do not include many opportunities for young children to explore everyday resources and express themselves creatively using different media and materials. Children spend time outside on a daily basis. This includes garden play, visiting parks and going to the river to feed the ducks. Trips to different children's centres which feature soft play facilities and have small animals to see affords opportunities for children to explore their local community and what this has to offer, and to improve and develop their physical skills in a different environment, using different

types of equipment to those available within the home. Children mostly engage in solitary play although they are beginning to show awareness of one another. The childminder helps them begin to understand how to behave in ways that are safe for themselves and others and she intervenes as necessary to encourage sharing and the return of any snatched toys. This approach helps all children develop the habits and behaviour appropriate to good learners, their own needs and those of others and sets the scene for expected forms of cooperative behaviour in the future.

The childminder understands the importance of monitoring each child's progress and achievements. She undertakes observations and links these to the expectations of the early learning goals, using a formal record system provided by the local authority. Parents have the opportunity to view these records. However, the childminder is not using her observations to identify the next steps in children's learning and to plan for these effectively to ensure they make as much progress as possible in respect of their learning and development.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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