

Inspection report for early years provision

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| Unique reference number | EY390326 |
| Inspection date | 10/09/2009 |
| Inspector | June Fielden |
| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children aged three and four in Tilgate, Crawley, close to shops, parks and schools. The whole of the downstairs of the childminder's home, plus the bathroom and a bedroom on the first floor are used for childminding. There is a fully enclosed garden for outside play. The family have a pet dog.

The childminder is registered to care for a maximum of four children at any one time, no more than one of which may be in the early years age range. She is currently minding one child part-time in this age group. She is also registered on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a friendly and welcoming environment where their welfare needs are appropriately met by the childminder. She has a good partnership with parents and understands the benefits of liaising with others involved with children's wellbeing. The childminder is aware of her main strengths and has an appropriate knowledge of the Early Years Foundation Stage (EYFS), ensuring that children make sound progress in their learning. She successfully promotes diversity, and makes parents aware of how this is put into practice through her admissions policy. There is a breach of a specific welfare requirement relating to safeguarding, but this does not have a significant impact on the provision.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to seek emergency medical advice or treatment for children, as this impacts on their wellbeing (Safeguarding and promoting children's welfare) 17/09/2009

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

- continue to develop further the arrangements for observations and assessments so they can be used to assist in planning more challenging learning and development experiences for children
- ensure that all wires that are accessible to children are included in the risk assessment to further enhance children's safety

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her legal duties and responsibilities with regard to child protection issues. Her successful partnership with parents also ensures that the regular exchange of information further assists in safeguarding children. The childminder conducts and reviews risk assessments for her home as well as for outings. She provides a service that is inclusive for all children and families and understands how to support their needs. Through discussion the childminder promotes children's understanding of their individual differences. She is well aware of how to support the well-being and learning of children with special educational needs and/or disabilities, and those with English as an additional language.

Parents' receive comprehensive information about all aspects of the setting and their child's progress through daily verbal communication with the childminder. There is also a daily diary which is frequently completed by the childminder, providing parents with details of what their child has been doing. The childminder also seeks parents views about her provision. There is a folder of information for parents, including some policies and procedures, to assist them in understanding how she organises her practice. The childminder obtains most of the required permissions from parents, but has omitted to obtain written permission for emergency medical advice and treatment of children. Although she is aware of the necessary action to take in the event of such an emergency occurring. The childminder knows how to exchange information with other professionals involved in children's care. She has worked competently with children's pre-schools, following up on some of the work included in their planning.

The childminder is appropriately motivated to improve her practice through on-going training, and by acting on feedback received from parents. She clearly sees her main strength as communicating well with parents and children. Although her self-evaluation does not identify some of the areas where further development is needed. These include making sure that all required permissions are in place and that her observations and assessments are always robust enough to enable her to fully promote children's progression in learning. She has put in place all the measures recommended at her registration visit, such as attending a first aid course and removing some rubbish from the garden, to further promote children's safety and welfare. The childminder raises children's awareness of recycling and the benefit of growing vegetables they can eat in her garden. She has suitable resources and toys for all children and they are stored in a manner which makes them easily accessible. Space available to children is appropriately organised and the environment is generally conducive to learning. Overall children make sound progress in relation to their starting points.

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

Children experience all areas of learning through the activities the childminder provides for them. She discusses their starting points with parents and daily planning is in place. Children are consulted to ensure that their likes and preferences are included. They progress at a steady rate in all areas of learning, as the childminder appropriately supports their development. She generally makes regular observations of children, and is aware of the stages they are at in different areas of their learning. Although her system for observation and assessment does not fully take into account children's next steps in learning in order to ensure that they are always offered challenging experiences.

Children are offered an appropriate range of adult led and child initiated tasks.

They are

content in the childminder's care and enjoy using the play dough with a range of tools and resources provided by the childminder. The childminder makes children aware of healthy eating during her cookery sessions with them. Children initiate games with childminder, which shows their confidence and growing independence. They play with the equipment provided in the childminder's garden and are taken to the local park for exercise. Children collect natural materials while on trips out and are encouraged to use the twigs, leaves and other objects to make collages. The childminder questions children about the animals they see on visits to a farm, to extend their knowledge and understanding of the world around them. Children freely choose to use the various resources that are available to them to develop their skills for the future. These include a computer and an easel for mark making. The childminder also engages children in conversation, to improve their literacy skills.

Children settle quickly on arrival at the setting and join in a joke with the childminder, showing that they are safe and comfortable in her presence. Toys and equipment are easily accessible to them and they move around freely in the childminders through lounge/dining area. Children learn some road safety rules to follow on outings in order to keep themselves safe. The childminder also promotes their understanding of hygiene issues. She ensures that they clean their hands before and after they eat, and each child has their own towel and flannel to prevent the risk of cross contamination. Children's health is also protected through the childminder's policies and procedures regarding sick children. The meals offered to them are made from fresh ingredients and include healthy choices. Children co-operate well with each other and show kindness to those younger than themselves. The childminder praises children to promote positive behaviour and raise their self-esteem.

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

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| 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

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| 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 | 2 |
| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| 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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that a written complaints procedure is in place and available to parents (providing information to parents) 17/09/2009