

Inspection report for early years provision

Unique reference number	EY362230
Inspection date	17/09/2009
Inspector	Catherine Hill
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*.

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Description of the childminding

The childminder was registered in 2007. She lives with her three children aged 18, 15, and eight years, in Ash, near Aldershot, Surrey. The ground floor of the childminder's house is used for childminding and one of the bedrooms on the first floor for sleeping purposes only. Outside play is provided by daily visits to parks and playing fields. The childminder is registered on the Early Years Register to care for a maximum of three children at any one time, of whom only one child may be under one year. She is currently minding one child. Local parks, shops and schools are within easy walking distance. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder organises her practice to ensure children in her care are happy and well occupied. Children enjoy themselves as they play within a welcoming, family environment. The childminder has an understanding of how to support children's learning, although has no consistent system in place to monitor their progress and achievements towards the early learning goals of the Early Years Foundation Stage. Documentation is in place to support some areas of her practice, although there are weaknesses with regard to the maintenance of some safety documentation. The childminder has made some improvement to her practice since her last inspection but has not fully addressed all actions made.

What steps need to be taken to improve provision further?

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

- develop knowledge of the early learning goals within the Early Years Foundation Stage framework (Early learning goals) 01/10/2009
- maintain records of risk assessments, including for each type of outing with children, clearly stating when they were carried out, by whom, the date of review and any action taken following a review or incident (Documentation) 01/10/2009
- ensure the premises are kept secure (Safeguarding and welfare) 01/10/2009

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

- further improve safety by carrying out regular evacuation drills and by ensuring kitchen cupboards housing hazardous materials are made safe
- develop self-evaluation systems, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice

The effectiveness of leadership and management of the early years provision

The childminder is kind and caring and has excellent relationships with both children and parents, thereby promoting inclusive practice. She dedicates her time to closely supervising children and to sensitively supporting them with their play. Children's welfare is adequately safeguarded as the childminder understands her responsibilities with regard to child protection. Children play safely in a home where some hazards have been identified and minimised. For example, safety gates and socket covers are used, as appropriate, but the childminder has not ensured that kitchen cupboards housing hazardous materials, or the front door, are secure. The childminder has not maintained records of risk assessment, which is a specific legal requirement. She works in partnership with parents to meet children's needs. She has obtained written consents from them and shares both verbal and written information about her practice. Parents are positive in their praise of the childminder's service and daily discussion keeps them well informed about their child. The childminder has no formal system to monitor and evaluate her practice but recognises area for development, such as developing her knowledge of the learning and development requirements of the Early Years Foundation Stage framework.

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

Children learn about safety through discussion with the childminder. For example, she explains that they cannot have bubbles indoors because they could make the floor wet and slippery. The childminder has not, however, practised her fire evacuation drill with children to further develop their awareness of how to keep themselves safe. Children's dietary needs are met through the childminder working in partnership with parents. They freely access their drink during play when thirsty. They have regular opportunities, both indoors and out, to reinforce and further develop their physical skills to maintain a healthy body, with free access to equipment, such as wheeled toys.

Children are confident and sociable and readily turn to the childminder for cuddles, support and reassurance showing that secure trusting relationships have been formed. They are totally relaxed in her care and conversation flows freely during play. The childminder provides children with a variety of play opportunities which allow them to develop their skills in all areas but is not familiar with the early learning goals and does not plan for children's progression towards them. Children are, however, making progress in their learning as the childminder encourages them to think for themselves with appropriate questioning during play. Children show an understanding of how things work as they press buttons on toys to make music play and as they pull a friction car backwards before letting it go to move forwards across the room. They take responsibility for their own learning as they ask the childminder questions and as they actively explore the range of toys set out for them. They have fun playing with musical instruments and mark making

with chunky crayons. They notice the different sizes of the crayons and correctly identify some of the different colours. They show an interest in books as they independently select one to look at, turning the pages carefully to view the pictures. Children demonstrate good manners as they politely ask the childminder for things and help take responsibility for their environment as they help tidy a puzzle away before playing with wooden construction pieces with the childminder.

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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