

Inspection report for early years provision

Unique reference number	121465
Inspection date	18/01/2010
Inspector	Felicity Gaff
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 has been registered since 1977. She lives with her husband and adult child in a house in a village near Redhill, Surrey. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog. The childminder is registered to care for a maximum of four children at any one time, of whom no more than three may be in the early years age group. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children in all age ranges share the same facilities. The childminder collects children from two local schools and attends several toddler groups regularly. She makes provision for children who speak English as an additional language. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time with the childminder. Overall, she makes appropriate arrangements to keep them safe and promote their welfare. Although she has begun to evaluate her practice, her approach is insufficiently rigorous. Her knowledge of the Early Years Foundation Stage (EYFS) is limited, and this leads to breaches of specific legal requirements. The childminder is eager to develop the quality of her childminding practice, which indicates satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- seek written parental authorisation for future emergency medical advice or treatment when children first attend (Safeguarding and promoting children's welfare) 31/01/2010
- improve the supervision of children to ensure that people whose suitability has not been checked do not have unsupervised contact with minded children. (Suitable people) 22/01/2010

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

- improve her knowledge and understanding of the EYFS, including the procedures for dealing with complaints, for example by using training made available by the local authority and other sources
- use the available indoor space to meet the minimum space requirements at

all times, basing calculations on the usable areas of rooms, and ensure children have access to appropriate furniture to allow them to rest or sleep safely without disturbance

- ensure the risk assessment covers all parts of the premises used by children, including the arrangements for supervising children in the garden, and that daily checks include any hazards with which a child may come in contact such as plastic bags and the iron
- provide opportunities for children to develop and use their home language in their play and learning, and create a welcoming environment for all children and their families by developing, for example, the use of posters, pictures and other resources that provide positive images of their ethnic, cultural, social and linguistic diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a sufficiently clear understanding of safeguarding issues. This enables her to protect children from harm or abuse by recognising and promptly reporting concerns about their welfare. Although she has received support from the local authority, the childminder's knowledge and understanding of the EYFS is insecure. For example, although she maintains the required records of complaints, her policy and procedure lack detail. The childminder carries out periodic risk assessments and keeps basic records. However, she does not assess the arrangements for supervising children in the garden sufficiently rigorously. Risk assessments for outings do not identify how children will be protected from unvetted persons. On occasion, daily checks of those parts of the home used by minded children do not minimise potential hazards. The childminder has begun to evaluate the quality of the service she provides. She has identified some areas for development, such as the organisation of paperwork. She works with her network coordinator to improve her knowledge and understanding of the EYFS. She has put in place a satisfactory system for recording children's progress towards the early learning goals. However, she does not yet use it to plan consistently for the next steps in their learning.

The childminder forms satisfactory partnerships with parents. They share relevant information about children's interests, preferences and care requirements. Parents complete an 'All about me' sheet when children first attend. The childminder provides information on children's activities through a daily diary. As a result, the childminder has sufficient knowledge of the children as individuals and of their parents' wishes for their care. The childminder has formed adequate relationships with schools children attend. She has not established similar partnerships with playgroups, which compromises her ability to provide complementary care and education. The childminder shows she recognises and respects some aspects of children's different cultural heritages. However, she does not establish which languages they speak at home. This limits her ability to value children's linguistic diversity and to support all children in developing a sense of their own identity.

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

The childminder provides a welcoming home where children feel secure and settle readily in her care. Children develop their confidence and independence by selecting some of their own play resources. However, the childminder does not organise the available indoor space to ensure sufficient scope for well-spread activities. Children do not always have access to comfortable furniture that allows them to rest and relax or sleep. Children are helpful and cooperative, reflecting the courtesy shown them by the childminder. They understand the need to care for shared toys and consider how their actions affect other people. A child pointed out that the floor needed to be clear so that a baby could not put things into his mouth. Children play harmoniously together because the childminder ensures there are enough resources for them to play alongside each other. They learn to recognise and respect diversity by discussing differences in hair texture and skin colour. The childminder makes limited use of meal times as social occasions because children watch television for an extended period of time, rather than sit at the table. However, the childminder makes appropriate use of incidental opportunities for children to discuss issues that arise in the programmes, such as road safety. Children begin to link sounds and letters by identifying toys that start with the letter of the week. There is suitable range of books that are readily accessible. The childminder is unable to provide books in children's home languages because she does not know what languages they use. Children have basic opportunities to observe and find out about the natural world around them. They consider the needs of living creatures as they discuss the care of the dog. The childminder provides some opportunities for children to plant seeds. Children undertake most art and craft activities at toddler groups rather than at the setting. This means the childminder does not plan them to enhance children's unique learning and development needs.

There are suitable arrangements for children to follow a healthy lifestyle. They regularly walk to and from school and help exercise the dog. The childminder keeps records of children's achievements as they learn to control their bodies on challenging playground equipment. Children follow good personal hygiene routines which helps to minimise the risk of cross-infection. Parents provide all food and drink, which ensures that each child's dietary requirements are met. Most of the arrangements to care for sick or injured children are satisfactory, although the procedure for authorisations for administering medication lacks clarity. Most of the documentation required to support children's welfare is in place. However, the childminder has not sought written parental authorisation for emergency medical advice or treatment for every child. This breaches a specific legal requirement and compromises her ability to promote children's welfare.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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