

Inspection report for early years provision

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Inspection date	25/11/2009
Inspector	Joanna Scott
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.

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 1994. She lives with her partner and three children aged 19, 17 and 11 years in a residential road in Worcester Park, Surrey. All areas of the home are available for childminding use, except the converted loft bedroom on the second floor. However, childminding is generally confined to the ground floor. There is a secure garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. She is currently minding two children, both of whom are in the early years age group and both of whom attend on a part-time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register as well as the Early Years Register. The family have a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children play happily in this warm and welcoming environment. The childminder demonstrates a very good understanding of each child's individual needs and meets them well. Children are making good progress in relation to their starting points. The childminder evaluates and monitors her provision and procedures to identify her main strengths and weaknesses, and this is driving development. She has recently started using a formal system to record this.

What steps need to be taken to improve provision further?

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

- ensure that any record of risk assessment is sufficiently detailed, for example that it takes full account of all identified areas of risk such as wine bottles stored at low level, and clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) (also applies to both parts of the Childcare Register)
- 25/12/2009

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

- ensure that as children progress, some system for tracking development is implemented to ensure that progress is monitored across each of the areas of learning and any gaps are readily identified.

The effectiveness of leadership and management of the early years provision

The childminder is enthusiastic about her role, and has taken steps to keep up to date with developments in relation to delivering the Early Years Foundation Stage (EYFS). The childminder has a good understanding about safeguarding. Recently she has reviewed and adopted the local authority's most current child protection procedures; she has a good understanding of how to protect children, and whom to contact if she has a concern. When childminding, she takes full responsibility for the care and supervision of children in and out of her home. She is generally very well aware of how to minimise risks to children through risk assessment. For example, she uses a stair gate to block children's free access upstairs, and she is very clear with children about appropriate boundaries when out and about, which keep them safe. However, there is some wine stored at low level in the kitchen, which is accessible to children. Records of risk assessment are in place, however these sometimes lack detail about identified risks, for example when a trampoline is damaged and she decides it is unsafe to use, nor does it include information such as when review is due. This does not meet requirements.

The childminder has successfully used informal systems to evaluate her practice, for example this year she has established a vegetable patch in the garden to extend children's outdoor learning and extend their knowledge and understanding of growing and healthy eating. Children are enthusiastic about this and say they have enjoyed growing beetroots, tomatoes and strawberries. The childminder has addressed issues raised at her last inspection. Recently she has undergone a more formal evaluation which has enabled her to reflect on all aspects of her service. She has used this to identify some areas in which she would like to extend her skills and knowledge further, specifically Child Protection, and has taken steps to book onto some further training courses to do this.

The childminder rotates the toys and resources accessible. The diverse world is reflected, specifically in puzzles and books and small world figures, which raises children's awareness. Children are actively engaged in using what's available, and are able to make independent choices as they follow their own interests. The childminder is focused on the children as they play and learn, she sits on the floor or at the table with them and supports and encourages them. She plans her time well so that children enjoy a good mix of activities in and out of the home, and she mentally plans how she can promote individual children's next steps through play experiences. Partnerships with parents are effective. The childminder shares information verbally on a daily basis about the children's day, including the activities they have taken part in. Development records are interesting and clear to read. They do not make clear links to the areas of learning, but do reflect children's all round development, illustrate that children make progress, and clearly identify some next steps. This helps both parties to work together to promote children's learning. Systems are not yet fully established to track development across all areas of learning, to readily identify any gaps for focus as children progress over time. The childminder demonstrates a good understanding of working in partnership with others, specifically those delivering the EYFS to minded

children. Clear links are established and this is effectively supporting children's transition to nursery.

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

Children are happy, confident and enjoy their time in the childminder's care. They have very warm interactions with her, and happily approach her to share a story or game. For example, children are interested in putting together a complex jigsaw puzzle, and sit with the childminder finding the straight edges to start it off. The childminder helps children learn to break challenging tasks into stages, to make them achievable. Children feel valued, the childminder communicates clearly with parents and shares information about their activities here and at home. This enables her to re-enforce children's learning through discussion about trips and visits they have made. Children are making good progress in their learning and development.

Children are learning about sharing and co-operation. The childminder is consistent and positive in her approach, which helps young children to understand how to get along harmoniously. They learn about keeping safe through discussion, and regularly practise evacuation to be skilled at knowing how to respond in an emergency. Growing fruit and vegetables in the garden and discussing which foods are good for them help children develop a good attitude towards diet and good health. Children have plenty of activities and toys to play with which are of interest to them, and the childminder is skilled at sharing her attention so that each child is supported as they play. For example, she sits on the floor and shares a book with one child and verbally explains to another close to her how to thread a cord through a punctured card. The child on her lap enjoys listening to the story and looking at the pictures, and her encouragement helps the second child to get started with the task, and then persevere until successfully completed.

Children have a very wide choice of activities in the home. Younger children enjoy exploring resources which are bright and appealing and make noises or enable them to manipulate pieces. Others enjoy using tools with play dough, and problem solve as they work out how to build a wooden train track. The childminder is very aware of each child's abilities and individual interests, and uses this knowledge to ensure children are meaningfully occupied in play which helps them develop. The children enjoy visits to toddler groups where they learn to mix in larger groups of children, and the park where they climb and slide. The childminder chooses local places of interest that she knows they will enjoy, such as a visit to the library or pet shop. Children are learning about their community and the wider world.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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 provider confirms that the requirements of the voluntary 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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) (also applied to the voluntary part of the Childcare Register) 25/12/2009

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

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) (also applies to the compulsory part of the Childcare Register). 25/12/2009