

Inspection report for early years provision

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Inspection date	02/11/2009
Inspector	June Fielden
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 1995. She lives in Wallington, Surrey, close to shops, parks and schools. The whole of the ground floor of her home apart from the living room is used for childminding, plus a bedroom on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register and offers care to children aged up to 10 years.

The childminder collects children from local schools and regularly attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment where the needs of all are well met by the childminder. She has a good understanding of the Early Years Foundation Stage (EYFS), ensuring that children make good progress in all areas of their development. The childminder has an effective relationship with parents and others involved in the care of the children she minds. She successfully promotes diversity and is aware of her main strengths and areas for development. There is a breach of a specific welfare requirement relating to documentation, 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:

- ensure that the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review, to maintain children's welfare (Documentation) 16/11/2009

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

- continue to develop the system for assessing, observing and planning for children, to further enhance their learning experiences.

The effectiveness of leadership and management of the early years provision

The childminder understands her legal duties and responsibilities to ensure children's welfare. Her range of policies and procedures are made available to parents, and her successful partnership with them ensures that the regular exchange of information further assists in safeguarding children. The childminder has written risk assessments in place for all outings children are taken on. She also has in place a risk assessment for her home, and is aware that that she needs to keep a dated review of this document, and has recorded the day and month in which this took place, but has omitted to state the year. Although risks to children are minimal, as the childminder confirms that her risk assessment was reviewed this year, and that she also completes a daily visual check of her home to ensure that it is safe.

The childminder effectively organises her home to allow plenty of space for children to play. Her resources are rotated regularly to maintain children's interest. Children know that they can request, and are provided with any additional toys they require. The childminder has attended a wide range of training courses since her last inspection, to assist her in updating her knowledge and to improve outcomes for children. She makes children aware of recycling and growing plants from seeds, and how some of these can provide them with food. The childminder efficiently promotes children's understanding of individual differences and discusses any issues on this subject with them as they arise. She also introduces children to food from other cultures.

The childminder exchanges information with staff at other settings providing care for the children she minds, and where possible links what they are doing there with her planning. She prepares children for school by taking them to groups where they can socialise with others and they go with her to collect older ones from school. The childminder is well aware of how to meet the needs of children with special educational needs and/or disabilities and those who speak English as an additional language. She communicates with parents on a daily basis when they collect their children and through detailed daily diaries. These include information about the activities children have engaged in, what they have eaten and when they have slept. The childminder informs parents about the requirements of the EYFS and makes children's development records available to them. The childminder also has annual meetings with parents when contracts are reviewed and children's progress is discussed. Parents are invited to give the childminder their opinions on her setting at these meetings, to enable her to act on their suggestions. Children's views are also sought by the childminder, to assist her in finding out if there is anything else they would like her to provide for them. They take home things they have made with the childminder to show parents what they have been doing, and to further involve them in their child's learning.

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

Children are provided with activities that cover all areas of learning and offer them a good balance of adult-led and child-initiated tasks. The childminder discusses with parents what children are able to do when minding commences, so that she is familiar with their starting points. Although her system for observing, assessing and planning for children is not fully developed, she regularly makes observations and uses the information obtained from these to assess their next steps in learning. The childminder has started to keep a development folder for each child, to provide evidence of their progress. She plans a weekly routine which enables children to be involved in a variety of different groups. Children are also taken on visits to various places in the local area, such as the library and the shops, which the childminder uses to develop their learning. For example, when they are at the supermarket the childminder encourages them to count the number of bananas she is buying. She has effective resources to promote children's understanding of diversity and celebrates festivals, such as Chinese New Year, with them. She provides them with activities linked to these events, such as making Chinese dragons. She also has dressing-up outfits to make children aware of the clothes used by people from different cultures. The childminder shares books with children and gets them to talk about the stories she reads. She asks children questions about the colour of the toys they are playing with and the television programmes they watch, to develop their language skills.

Children are offered healthy options at meal times and eat fruit for their snacks. Water is available to children at all times to ensure they are not thirsty. They follow good hygiene routines and clean their hands before they eat and after using the toilet. Children know that they need to dispose of dirty tissues when they have blown their nose. The childminder raises their awareness of how to keep themselves safe. Children are comfortable in the childminder's presence and sit on her lap while they listen to stories. Effective safety measures are in place, such as smoke alarms and a fire blanket. The childminder keeps a record of the regular fire drills she practises with children. The children were involved in writing their own rules for the setting, and are generally well behaved, as they are aware of the childminder's expectations, and act accordingly. The childminder has some electronic toys for children to use and encourages them to solve problems through the games and puzzles she provides for them to use. She also develops their independence by getting them to assist in tidying up the toys.

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	3
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

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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:	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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