

Inspection report for early years provision

Unique reference number	EY219609
Inspection date	16/11/2009
Inspector	Daphne Prescott
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 has been registered since 2002. She lives with her husband and two children in Horsham, West Sussex. The ground floor is the main area used for childminding, with toilet facilities within this area. There is a garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently six children on roll, of whom four are in the early years age group. Children attend at different times of the week. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She also attends parent and toddler groups. The family have two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and secure as they play in a welcoming environment. They enjoy a range of enjoyable play experiences supporting their learning and development. The childminder works effectively in partnership with parents to meet children's individual needs and sufficient information is shared. She recognises each child as an individual, ensuring she offers an inclusive service. There is some weakness in the provision, and the childminder is committed to addressing the necessary improvements required to enhance her service for the children's well-being.

What steps need to be taken to improve provision further?

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

- undertake a risk assessment for each and every outing (Safeguarding and promoting children's welfare) 30/11/2009

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

- ensure the risk assessment for the premises covers anything with which a child may come into contact.
- obtain written parental permission for children to take part in outings
- develop observations on children's progress to ensure their next steps in their learning are identified and used in planning to promote learning and to monitor their progress in the Early Years Foundation Stage
- develop partnership links with other provision, such as pre-school groups

delivering the Early Years Foundation Stage, attended by children to enable continuity of their learning experiences

- develop self-evaluation systems for an ongoing review of practice to identify strengths and areas where improvements are needed.

The effectiveness of leadership and management of the early years provision

Children are comfortable and secure in the childminder's home and they are suitably supervised by the childminder. Although, she is caring for more children than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the childminder did so and Ofsted does not intend to take further action as there were no risks of harm to children. The childminder is aware of the importance for safety within the home. Written risk assessments are undertaken, which identifies most hazards and enables the preventive measures to be put in place to protect children. However, the record of risk assessment for the premises does not identify all hazards with which a child may come into contact. For example, the childminder has not detailed in the risk assessment safety measures for the entrance door to ensure children do not leave the premises unsupervised. Furthermore, the childminder has not completed risk assessments for all outings that the children take part in. This is a breach of a specific legal requirement. Parents are made aware that their children go on regularly outings with the childminder. However, she has not obtained their written permission for their child to take part in outings. The childminder holds a suitable first aid certificate, which helps to protect children's well-being. She demonstrates an appropriate knowledge of signs and symptoms of child abuse and how she should proceed with this to safeguard children. The childminder organises the space and resources effectively and all children are able to make choices in their play, for instance toys are easily accessible in the dedicated play area, where they participate in a range of activities.

The childminder has established effective relationships with parents and this contributes to children's well-being whilst in her care. She ensures that she finds out all of the relevant information she requires from parents to meet their child's individual needs while they are in her care. Furthermore, the childminder communicates effectively with parents through frequent discussions and the use of a daily diary about their child's activities. She demonstrated that she is aware that she needs to make links with other provisions that children attend, although systems to exchange information are not yet developed to ensure continuity of children's learning and care. The childminder provides an inclusive environment for children, for instance, she adapts activities so that all children are able to be involved at a level which is suitable for their age and stage of development. She has experience of caring for children with special educational needs and/or disabilities. Each child is supported, valued and included, ensuring their individual needs are met.

The childminder has not yet started to evaluate her childminding service. Self-evaluation has not yet been undertaken to identify key areas for development to maintain the quality of provision. The childminder has a positive attitude to

improving her practice. For example, she is keen to improve her knowledge of the Early Years Foundation Stage. She has completed the recommendations made at the last inspection, which contributes towards positive outcomes for children. For example, the childminder chats to the children about people with varying needs and is continuing to improve toys and resources that reflect diversity in relation to culture, gender and disability.

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

Children are happy and well settled in the comfortable atmosphere of the childminder's home. They have warm relationships with the childminder, which means that they are confident and feel secure to make choices from the activities and resources provided. The childminder interacts warmly with the children, sitting with them and offering appropriate levels of support. For example, children enjoy being close to the childminder as they look at books together or being cuddled when they are tired. The childminder has started to observe the children during their play. However, observations are not yet fully used in order to track their progress and plan their next steps in their learning based on the children's interests and developmental needs.

The childminder provides activities which she knows interest the children and provides opportunities to enable them to make progress in their learning. For example, children are learning about how things work and they are developing their fine motor skills as they confidently operate small toys, pushing the buttons with great delight. The childminder uses open questions to help extend their learning and develop their speaking and listening skills. Children begin to show an interest in imaginative play as they pretend to make cups of tea for the childminder using the tea set provided. They have opportunities to develop early writing skills, for example, making marks to represent their ideas as they draw pictures. Children are learning about the wider world through regular visits to the local area, such as going to the park or visiting toddler groups. This also provides children with opportunities to socialise and extend their range of play experiences.

Children are developing a healthy lifestyle through appropriate hygiene routines as they wash their hands before and after different activities. Children have regular opportunities to enjoy fresh air and increase their physical skills as they climb, balance and slide on a variety of apparatus provided in the park. The childminder takes reasonable steps to ensure the children in her care remain healthy and free from cross-infection. For example, parents are requested to keep sick children at home, for the benefit of all. Children experience sociable mealtimes and suitable furniture is available to enable them to sit comfortably and enjoy their food. Children help themselves to drinks from their own cups, which are available while they play. The childminder helps children to gain an awareness of how to keep safe on outings as they learn about how to cross the road safely and to be careful as they play. She manages children's behaviour using positive methods appropriate to their level of understanding. Praise and encouragement are also used to enable children to develop confidence and good 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

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	2

The quality of the provision in the Early Years Foundation Stage

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

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	2
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:

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:

- devise a written child protection procedure to be followed for the protection of children (Arrangements for Safeguarding Children) (also applies to the voluntary part of the Childcare Register) 30/11/2009

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 compulsory part of the Childcare Register section of the report 30/11/2009