

Inspection report for early years provision

Unique reference number	EY276430
Inspection date	13/10/2009
Inspector	Bridget Richardson
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 2004. She lives with her husband and three children aged 16, 14 and 12 years in Redhill, Surrey. All of the childminder's house except one bedroom is used for childminding and there is a garden for outside play. The family have a cat.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the quality of the provision is satisfactory. Children are happy and settled during their time with the childminder. She takes the time to get to know the children and their families well, enabling her to meet all children's individual needs as they make progress towards the early learning goals. Policies and procedures are implemented and help to ensure children's welfare is met. The childminder has attended training courses to gain relevant qualifications and an informal self-evaluation system is in place. She is aware of areas for further development and has a commitment towards maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure records of risk assessments are in place in the home and on outings
- 03/11/2009

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

- develop behaviour management strategies
- develop personal hygiene procedures to continue to minimise the risk of cross infection
- maintain medication records confidentially
- ensure that children's next steps are being clearly identified and used in leading future planning across the six areas of learning

The effectiveness of leadership and management of the early years provision

Children's care and learning is generally well promoted because the childminder has a sound knowledge of most aspects of the Early Years Foundation Stage. She has a suitable understanding of her duties and responsibilities with regard to child protection issues and ensures the needs of the children are paramount. The childminder has good relationships with parents and ensures that she works closely with them to meet the individual needs of each child. They share a two-way diary and verbal exchanges each time the child attends. The childminder values the role of parents, gets on well with them, and responds to their views, which supports continuity for the children she cares for. Children benefit from the partnership that the childminder has developed with other professionals involved with the children in her care.

The childminder undertakes visual risk assessments of her home and of each outing that she undertakes to help ensure children's safety. However, she does not have any records of risk assessments, which is a breach of requirements of the Early Years Foundation Stage. The childminder has appropriate measures in place for emergency evacuation and fire-fighting equipment is suitably fitted. The childminder has a clear understanding of recording accidents and gaining parental signatures. She has permission in place to gain emergency medical treatment. Medication records are maintained clearly, however, they are not confidential resulting in other parents being able to access other children's information.

The childminder demonstrates that she provides an inclusive environment for all children and their families. Parents are informed about the service that she provides through discussion and policies and procedures held. The childminder is motivated to improve her childminding practice through on-going training and she has worked to improve the quality of her provision since the last inspection. However, the self-evaluation is not sufficiently robust to ensure that she clearly identifies her strengths and weaknesses. The childminder manages her time well and makes appropriate use of resources, which are easily accessible to children. The environment is welcoming and generally, children make suitable progress in relation to their starting points.

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

The childminder knows children's individual abilities and interests. Children enjoy their activities with the childminder and they take part in a good range of play opportunities. The planning for children's activities is beginning to be developed from the children's starting points and their individual interests. The childminder keeps a record of all relevant information, likes and dislikes, and uses this information to help her plan suitable activities. She has identified some of the children's next steps, however, further development is needed to show that these are being clearly identified and used in leading future planning across the six areas of learning. Children's progression is monitored through observations and

assessments, and working with parents. The children and childminder interact well with each other and children look to the childminder for support and comfort, indicating warm and caring relationships are in place.

The childminder provides a child-friendly environment, which encourages children to explore and make choices about their own play. Children have free-flow between the lounge, dining room and kitchen and confidently move around these areas. This helps children to develop independence skills as they choose freely from the wide range of easily accessible resources what they want to do. Children attending are spoken to in English and French. They have access to books in both languages and the childminder reads stories in both languages. This helps to promote children's understanding of differences and promotes inclusion for all children attending. Children's work is displayed so they know they are valued. Children are taken on outings daily so as to enjoy opportunities for plenty of fresh air and exercise.

The childminder helps children to feel safe through daily routines. She regularly checks equipment and toys and ensures that appropriate safety equipment is used according to a child's age and stage of development. On outings, the childminder teaches children how to keep themselves safe by, for example, setting realistic boundaries and teaching them how to cross roads safely. She has suitable car seats that are appropriate to age and the weight of the children. Children are offered healthy and nutritious meals and snacks and drinking water is accessible to them at all times. The childminder finds out individual dietary needs prior to children starting to ensure that these can be met. Children are encouraged to wash their hands appropriately, however, hand-drying facilities need improvement to help minimise the risk of cross infection. Children behave well and the childminder supervises them at all times encouraging sharing and turn taking. She offers lots of praise and encouragement for positive behaviour, which promotes children's confidence and self-esteem. However, some strategies need revising to ensure that children do not feel excluded.

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	2
The extent to which children feel safe	2
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:

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 compulsory part of the Childcare Register section of the report in relation to risk assessments 03/11/2009

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 in relation to risk assessments 03/11/2009