

Inspection report for early years provision

Unique reference number	121518
Inspection date	17/11/2009
Inspector	June Fielden
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 1993. She lives in Horley, Surrey, close to shops, parks and schools. The whole of the ground floor of the childminder's home is used for childminding, and there are fully enclosed areas of the childminder's garden that are used for outdoor play. The childminder has a dog and a cat as pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group. This provision is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and friendly environment, where their welfare needs are appropriately met by the childminder. She successfully promotes children's learning and development. The childminder has an effective partnership with parents, and understands the need to liaise with others involved in children's care. She has a sound knowledge of how to promote diversity, and is aware of her main strengths and some of the areas for further 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:

- keep a daily record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 30/11/2009

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

- ensure that regular fire evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- continue to develop further the system for planning, observing and assessing children's development

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her legal duties and responsibilities with regard to child protection issues. Her successful relationship with parents ensures that there is a regular exchange of information that further assists in safeguarding children. The childminder also reviews her risk assessment to maintain children's safety. Although the childminder's diary shows the days on which children are present, she does not currently keep a daily record of their hours of attendance, as specified in the Early Years Foundation Stage (EYFS). However, the childminder only has one child in the early years age range on roll, and the hours this child attends are shown on her contract with parents.

The childminder has a wide range of toys and resources that are appropriate for all minded children, with a variety of large outdoor apparatus to use in her spacious garden. Children benefit from having their own playroom, where the majority of the smaller toys are easily accessible to them. The childminder also makes good use of her local library for additional resources to meet children's changing needs. She makes children aware of recycling, and has a compost bin to use for suitable food waste. The childminder appropriately raises children's understanding of differences by discussing any issues with them as they arise. She makes children aware of other cultures by celebrating festivals such as Chinese New Year and Diwali with them. The childminder identifies her strong points as trying to ensure that children have memorable times when they are with her, and the way in which she moves them on to the next level in their learning. She has taken action to put in place the majority of the areas for improvement recorded in her last inspection report. These include providing parents with details for contacting Ofsted and developing her knowledge and understanding of the procedure for investigating complaints, which has a positive impact on the childminder's partnership with parents.

The childminder has a good understanding of how to care for children with special educational needs and is aware of the benefits of communicating with other agencies and professionals involved in their care. She knows how to exchange information with other settings children attend, and the need to make links with the activities they complete there. Letters from parents show that they are pleased with the flexible care provided for children, and the way in which the childminder sets boundaries for them. The childminder provides parents with effective information about her provision. She speaks to parents each day about what their child has been doing, to involve them in their learning, and children take home anything they have made or grown with her, as evidence of their achievements. There are settling procedures for new children, and parents are aware that they can spend time at the setting with their child, should they wish to.

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

Children follow the childminder's efficient weekly routine which provides them with opportunities that cover all areas of learning. This includes visits to a variety of groups providing a range of experiences, including creative activities at one, and equipment to improve their physical development at another. Although the childminder is still developing her system for observing, assessing and planning for children, evidence shows that they enjoy their learning and are making good progress. She is aware of children's next steps in learning, which she competently addresses through the activities she provides for them. For example, she is currently playing games with one child to assist her in improving her number skills. There is an effective balance of adult led and child initiated tasks. The childminder constantly holds friendly conversations with children, showing interest in what they are doing and developing their language and thinking skills. One child was able to explain the meaning of the word 'delicate' and describe how a fridge magnet 'stuck things in place'. The childminder raises children's understanding of the wildlife in the local area, as she talks to them about the foxes she sees in her garden, and the deer in the nearby fields. She also covers projects on different countries and cultures with children. The childminder makes children aware of the life cycle of the plants she grows in the garden and involves them in planting and looking after them. Children sing and dance to the nursery rhymes they know well, and the childminder sings along with them.

Children behave in a safe manner in the childminder's home. They are confident in the childminder's presence, and are happy to engage her in conversation. Some sound safety measures are followed by the childminder, and a stair gate, smoke alarms and a fire blanket are in place. The childminder explains her emergency evacuation procedures to children, but does not currently practise these with them, so no log is kept of any problems encountered during these drills. She ensures that children get appropriate daily exercise at the groups they attend, and through the daily walks she takes them on. Children have the opportunity to make choices at meal time, and are involved in preparing some of the food. They have a good attitude towards learning and participate well in all the activities provided by the childminder. Positive behaviour is promoted by praise, and children put into practise the good manners they have been taught by the childminder. She gives children small responsibilities to develop their independence, such as fetching things for her and tidying up the toys. Children solve problems by using puzzles and completing games, and the childminder is continually engaging children in conversation to improve their literacy skills. The childminder effectively prepares children for the transition from her setting to school by sharing books about this with them, and by taking them with her when she makes her daily trips to and from school.

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	2
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	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	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	3
The extent to which children adopt healthy lifestyles	3
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 (Records to be kept) 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 early years section of the report (Records to be kept) 30/11/2009