

Inspection report for early years provision

Unique reference number EY393032
Inspection date 02/10/2009
Inspector Jacqueline Patricia Walter

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 2009. She lives with her husband and adult child in Brighton, East Sussex. The ground floor of the childminder's house and a first floor bathroom are used for childminding. There is a fully enclosed rear garden for outside play. The family have two dogs and the setting is close to shops, parks and transportation links.

The childminder is registered to care for a maximum of six 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 five 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 childminder collects and takes children to local schools.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the safeguarding of children is appropriately promoted although there are some aspects which are not fully effective. Health and hygiene is also promoted appropriately overall and a suitable and sufficient range of stimulating resources and activities are available, which reflect children's different ages and abilities and reflect all areas of learning. This gives all the children appropriate experiences and opportunities in which to develop their skills and understanding. The childminder has been only caring for children for approximately one month and her planning and assessment systems are not fully implemented. However, she interacts appropriately with children extending their learning and skills and through discussion she demonstrates suitable knowledge of how her planning and assessment systems will help children to make appropriate progress towards the Early Learning Goals. The partnership with parents and other agencies, although new, are appropriate and ensure that the needs of all individual children are met. The planning for improvement is appropriate with some priorities for future development being promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that all risks are minimised, with particular references to ensuring children are unable to leave the premises unsupervised and in taking steps to prevent intruders entering the premises (Suitable premises, environment and equipment) (Also applies to the compulsory part
- 16/10/2009

- of the Childcare Register)
- develop understanding of the procedures to follow when dealing with complaints and share these with parents (Safeguarding and welfare) (also applies to the compulsory part of the Childcare Register).

16/10/2009

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

- continue to develop planning to reflect children's individual learning needs and interests
- continue to develop the assessment systems to help to establish clear starting points and identify the next steps in each child's learning
- develop further awareness of safeguarding procedures, with particular reference to procedures to follow when adults who work in the setting are alleged to have committed child abuse, and share these procedures with parents
- ensure hygiene is promoted at all times, with particular reference to when children eat after playing in the outside area.

The effectiveness of leadership and management of the early years provision

All of the required documentation is in place, confidentially maintained and stored appropriately. However, some documentation, for example, the written risk assessment is not reviewed when items change resulting in further hazards being identified. Overall the childminder has an appropriate understanding of safeguarding children. She is fully aware of the signs and symptoms of abuse and is familiar with the procedures to follow when concerns are raised with children in her care. However, she is not sure of the procedures to follow if an allegation is made against any adults in her setting.

There are friendly, professional partnerships in place with parents and the childminder develops suitable links with other agencies, which in turn support children's learning and development. The childminder demonstrates through discussion an appropriate understanding of inclusion and there are appropriate systems to gather and share information, on children's individual needs and development. For example, discussions held with parents on children's worrying behaviour results in them checking the children's abilities in other developmental areas.

She shares appropriate information on her setting through discussing with parents the details held within her childminding file. She also provides parents with their own copies of her policies and procedures. However, although she advises parents to approach her with any concerns they may have, she has little understanding of the welfare requirements she needs to meet when dealing with any complaints or concerns raised.

The childminder has started to recognise the value of continuous self-evaluation

and the importance of maintaining continuous improvement. She has recently self-evaluated her own knowledge and skills and has completed module 1 of a home based course on Childcare and Education as well as booking herself onto future local authority training opportunities, such as Themes of the Early Years Foundation Stage and Equality and Diversity. The childminder is also successfully working with a local authority advisor to improve her provision and as a result she has effectively improved the safety of children. For example, she has devised and written up policies and procedures on children that are not collected or go missing, as well as the details of her evacuation procedure.

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

The childminder provides a welcoming learning environment that is organised well. Space and resources are organised effectively giving children good opportunities to gain independence and direct their own play in both indoor and outdoor areas. Some positive steps are taken both inside and outside the provision to safeguard children. For example, safety gates are fitted to ensure children do not access unregistered areas of the home and basic written risk assessment are conducted each outing or trip. However, although the childminder has implemented some positive steps to secure the premises, due to some recent building additions not being fully completed the rear garden gate is not effectively secured. This means that more able children in particular, are able to leave the setting unsupervised and unwelcome visitors can easily access the premises. Children's health is promoted appropriately and they have some good opportunities to develop their understanding. For example, they are able to participate in activities, such as cutting up and sampling Kiwi fruit. However, children are not always encouraged to follow everyday good routines in hygiene. For example, they don't always wipe their hands before eating their meals, and after playing outside.

The childminder plans and provides a good range of toys and equipment in all areas of learning. She makes appropriate use of local resources particularly to promote physical skills as well as social and emotional development. For example, children are able to go to a toddlers club and visit a local park that offers them more challenging equipment. The quality of the childminders interaction with children is good overall and she extends learning in some areas well. For example, children's understanding of problem solving reasoning and numeracy are promoted well by them engaging in gluing activities and talking about the shapes they use and make when creating patterns. In addition to this, the childminder supports their learning appropriately by asking open ended questions, encouraging them to focus and giving them time to answer. The childminder has only been minding children for one month and is still in the process of implementing fully effective planning and assessment systems. Through both discussion and some documentation she demonstrates an appropriate understanding of how children are helped to progress in their development. For example, she is currently completing written observations on what the children can do and understand and then links these to the respective areas of learning. However, there are limited systems in place that help to identify clear starting points and she has not yet started to identify the children's next steps in their learning or use this information

to take account of their interests and plan for individual learning needs.

Children are developing a sound understanding and a valuing of differences in others. They are suitably encouraged to manage their behaviour through effective methods, such as the childminder talking to them about what is acceptable or safe and by encouraging them to work together. As a result, they are beginning to realise the consequence of their actions on others.

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	3

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	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	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 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 (CR5 Suitability and Safety of Premises and Equipment) 16/10/2009
- take action as specified in the early years section of the report (CR7 Procedures for dealing with complaints). 16/10/2009