

## Inspection report for early years provision

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<b>Unique reference number</b>	EY392456
<b>Inspection date</b>	20/10/2009
<b>Inspector</b>	Anne Nicholson
<b>Type of setting</b>	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 two school aged children in a rural village close to Peaslake, Gomshall, Sutton Abinger and Shere in Surrey. The ground floor of the childminder's house is used for childminding purposes, with a first floor bedroom being made available for young children to sleep. There is a fully enclosed garden for outside play.

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 seven part-time children in the early years age range. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is developing her provision and awareness of the learning and development requirements of the Early Years Foundation Stage (EYFS). Children receive care in a relaxing, family environment where they can participate in play, care and learning within several rooms. Children present as being comfortable within the childminder's presence and her home and actively occupy themselves playing with toys they select for themselves. Inclusive practice is promoted, the parents provide details of their children's needs and backgrounds and the childminder ensures that they are all treated fairly and with equal concern. Most welfare requirements are met, although there is a weakness in the maintenance of some documentation and procedures and there is also a breach of legislation as there is no formal risk assessment for outings in place. The childminder is positive about her provision and how she can provide improvement, although no self-evaluation process is undertaken at this time. Partnership with parents is good and the childminder is developing her interaction with other providers that are involved in the care of the children. Since registration she has attended further childcare related sessions to develop her knowledge of early years care and learning.

## 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 a full risk assessment is carried out for each type of outing, which must take account of the nature of the outing, clearly state when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment)

03/11/2009

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

- improve knowledge and understanding of the EYFS Learning and Development requirements to improve learning outcomes for children
- ensure that details of fire evacuation drills are recorded in a fire log book highlighting any problems encountered and how they were resolved
- develop and undertake sensitive observations and assessments to identify next steps of learning and to inform planning to meet young children's individual needs and to support their progress through the Early Years Foundation Stage learning and development requirements, ensuring these remain accessible to parents
- develop use of self-evaluation and monitoring systems to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

## **The effectiveness of leadership and management of the early years provision**

The childminder is enjoying her new role and ensures that children receive opportunities to play with resources within her home as well as outside in the garden and local environment to develop their skills. She provides support to children whilst they play and ensures that their personal welfare needs remain met by wiping their noses, changing nappies, providing them with their snacks, meeting their needs for sleep and quieter periods. The childminder is beginning to consider the changes she has already made within her practice since registration, although there is no self-evaluation process in place as yet to effectively support this and having no formal self-evaluation system, reflects on her practice through discussion with other childminders and through gaining both written and verbal feedback from parents. She is identifying areas for improvement with regard to providing for children's learning and development as currently there are limited observations in place and the childminder is yet to assess these and identify next steps in a way that can be easily shared with parents or show how children are progressing through the EYFS. She maintains a range of generally well detailed documentation to support her practice, there is a regular fire evacuation procedure undertaken to ensure that children become familiar with how to exit the property in the event of an incident, however, no fire log is kept recording these. She checks for potential risks within her premises and closely supervises children to ensure they play safely, although the risk assessments for outings are not formally in place to support the safeguarding of children whilst off the property. Children's welfare is safeguarded as the childminder understands her role and responsibilities with regard to child protection and has a detailed policy linked to this area of her practice. All written policies are shared with parents, with whom the childminder has established positive relationships. The childminder obtains some information about children at initial meetings with parents and there is a daily written and verbal exchange of information which keeps parents up to date about their child's care. Parents are positive in their praise of the childminder.

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

Children present as feeling safe and confident with the childminder, who provides close supervision, and they show that trusting relationships have been formed with her as they go to her for support and reassurance when there are unknown adults in the property. They listen to her as she prompts them in their play, providing them with gentle reminders to take care when pushing the pushchairs and climbing to sit on the comfy chairs to cuddle their dolls and drink their drinks. The childminder's policies and procedures help protect children from illness and cross-infection. Their noses are regularly wiped when runny and the tissues are disposed of, their hands are wiped before and after food and the changing mat is cleaned after use, with nappies disposed of outside. They enjoy sitting in their highchairs to eat their healthy snacks of Satsuma and raisins and can freely access their drink when thirsty. Their physical and social skills are developing well and they confidently walk around the minding environment, manoeuvring pushchairs between rooms and around each other. They are beginning to learn how to share and consideration for each other and when another child is unhappy, as they want the same toy, the other takes a similar toy over to share with them to cheer them up.

The childminder acts as a positive role model with regard to manners and children respond positively to her direction and praise. There is a range of resources accessible to the children in the play room area and they play with these throughout the ground floor of the house. Children's self-esteem is well developed as a consequence of the genuine praise and encouragement they receive from the childminder during play. They are making steady progress in their learning and development through these play opportunities; the childminder ensures she records what they like and what their initial developmental achievements are on starting with her, however, there are limited observations in place and these are yet to be assessed and evaluated to identify the next steps of learning to support children's continual progress through the EYFS. The childminder records details of the children's day for their parents to see and keeps a copy for herself and she is developing a process to combine these with her 'learning journey' documentation to being able to record children's progression and share this with parents. The childminder helps children develop their vocabulary by pointing out objects within books and resources and encouraging them to name them, she provides praise for any of their attempts. They learn about the local environment and the wider world through regular outings with the childminder, books and resources.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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:	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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