

Inspection report for early years provision

Unique reference number	139549
Inspection date	19/11/2009
Inspector	Patricia Ann Edward

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 1992. She lives with her husband and two adult sons, in the borough of Sutton. All areas on the ground floor, first-floor bathroom and toilet are areas used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight years of age at any one time and is currently minding 12 children, all of whom attend on a part-time basis. Of these, six are in the early years range with six being in full-time education. Two children are eight years or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy within the childminders home. She meets their needs and organises a range of activities to support their development, however she is not matching her observations to the requirements of the early learning goals to ensure planned activities are tailored to their individual requirements. As a result, activities although appropriate, may not help them make as much progress as possible, given their starting points. A range of policies and procedures is implemented to promote their safety and good health. She has started to complete a self-evaluation of her provision, but has not yet identified meaningful priorities for development.

What steps need to be taken to improve provision further?

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

- carry out and record a full risk assessments for each type of outing which includes an assessment of required adult:child ratios (Suitable premises, environment and equipment) 10/12/2009

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

- develop further the use of observation and assessment of children's achievements, interests and learning styles to identify starting points, learning priorities and plan relevant and motivating learning experiences for each child
- develop systems to maintain a regular two-way flow of information with other providers of the Early Years Foundation Stage
- increase knowledge and understanding of Statutory Framework for the Early

Years Foundation Stage, six areas of learning

- develop self-evaluation procedures to help identify the setting's strengths and the priorities for development that will improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate awareness of the indicators of abuse and neglect. She knows how to implement the safeguarding procedures in the event of any concerns. Children are further safeguarded as all household members are appropriately vetted. However, the written policy for safeguarding does not include procedures to be followed if an allegation is made against a member of the household. She makes sure all of the required documentation is held and readily available for inspection.

The childminder takes suitable steps to safeguard children. She ensures that all risks to children in the home and garden are identified and minimised, so that they can play safely. She provides adequate levels of supervision and teaches children to move around safely. For example, younger children know how to climb up and down the stairs safely when accessing the first floor bathroom. Basic risk assessments are in place for the home, however, they are not completed for all outings that the children take part in. This compromises their safety whilst on outings.

Since the last inspection the childminder has renewed her first aid certificate and completed all the recommendations. She has increased the safety to children, by practising her emergency evacuation procedure with them to develop their understanding of what to do in the event of an emergency. However, details of which are not recorded. She has also made all lower glass in the home safe or inaccessible and further increased children's welfare by obtaining written permission from parents for seeking emergency medical advice or treatment. All of which promotes positive outcomes for children. She has started some initial self-evaluation, although, currently it does not clearly identify priorities for development and how these will be achieved.

The childminder uses her home well to provide a welcoming learning environment. A good range of resources are available to support all areas of children's learning and the childminder ensures these are well organised, allowing them to make independent choices. All children attend part-time, which ensures the childminder has lots of time to spend working with individuals or small groups. She uses her experience and knowledge of child development to ensure appropriate support is provided so children's play is purposeful. However, she is less secure in her knowledge of the six areas of learning and how they should impact on children's observation's planning and development. The childminder works closely with parents to ensure children's individual needs are known and met within this inclusive environment. She recognises the children as unique individuals and adapts her activities to take account of their differing ages and interests. She promotes children's self-esteem through the art gallery that is displayed in the

conservatory. Whereby parent's and children can view work and develop a sense of pride.

The childminder shares verbal information with parents daily. Parents also have access to basic observations that are completed. However, these do not relate to the six areas of learning and do include next steps for children's future leaning development. This impacts on children's ability to reach their full potential. The childminder is beginning to build some partnerships and communication with others who provide care and education for the children although this is not yet sufficiently been established to ensure continuity and progression in their learning.

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

Children develop warm and secure relationships with the childminder, who supports the children and takes care of their individual needs. She demonstrates a secure understanding of how children learn, by providing an appropriate stimulating environment to support them in making their own choices. Children are making satisfactory progress through the six areas of learning as the childminder provides valuable support and interaction during activities. A range of activities are planned and adapted to suit the age of the children present, enabling all children to take part.

However, system are not yet sufficiently organised to enable the childminder to clearly identify children's next steps in learning so that these may be taken into account within future planning. As a result, whilst children engage in many worthwhile activities, their learning is not maximised.

Older children have access to a computer, with the childminder's supervision, and younger children have access to various other programmable and activity toys, which promotes their knowledge and understanding of technology. All children have opportunities to develop basic problem solving skills through activities and the use of different resources, such as shape sorters, jigsaw puzzles and building materials. They respond positively to her clear and simple explanations. Children's confidence and self-esteem is fostered because the childminder frequently praises them and is sensitive to their individual personalities. Consequently, they behave well in her care. Children care for dolls, imitating the care shown to themselves. For example, young children pretend to feed dolls and change their nappy. All children understand the importance of washing their hands and use paper towels to prevent the spread of infection.

Children are begin to understand the wider world through their play and communications. For example, they have access to varied resources which reflect wider society and learn about some other cultural celebrations and festivals, such as Chinese New Year. They enjoy nutritious snacks and meals which include good portions of fresh fruit and vegetables. For example, they create and choose their own toppings for homemade pizza at tea time. This further develops an awareness of healthy eating. Daily opportunities are provided for outdoor play and fresh air. Children benefit from regular outings and develop their understanding of the wider community through school run, trips to the park and library. These

opportunities provided to children enable them to socialise with a wider group of people. They are taught about safety issues as part of the daily routine. For example, older children are gently reminded to hold on to the buggy and to be aware of road safety.

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 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:

- develop further the safeguarding policy to include a procedure to be followed if an allegation is made against a household member (Arrangements for safeguarding children) 10/12/2009

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 sections of the report (Arrangements for safeguarding children) 10/12/2009