

Inspection report for early years provision

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Inspection date	24/02/2010
Inspector	Ann Moss
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 1994. She lives with her husband and one adult son in Chessington, Surrey. The whole of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. Local facilities include schools, parks and toddler groups.

The childminder is registered on the Early Years Register to care for a maximum of four children under eight years, of which three may be in the early years age group. The childminder is currently caring for two children who are in the early years age group and both children attend part-time. The childminder is also registered 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.

Children are settled and happy in the warm and inclusive environment created by the childminder. They make steady progress in their learning and development because the childminder takes time to get to know the children. Friendly relationships with parents enable her to ensure children's individual needs are largely identified and met. Most documentation is in place and supports children's wellbeing. However, the childminder is in breach of one specific legal requirement.

The childminder has started to evaluate her practice to determine the way forward and to continue to enhance the quality of her 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 record of risk assessment, indoor and outdoors, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 14/03/2010

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

- undertake sensitive observational assessments in order to meet young children's individual needs
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- ensure a coherence of learning and development across different settings and related to the child's experiences at home.

The effectiveness of leadership and management of the early years provision

The childminder enjoys her role and has a satisfactory understanding of the Statutory Framework for the Early Years foundation Stage. She has a sound understanding of safeguarding issues and implements policies and procedures that are effective. For example, she understands the procedures to follow should she have any concerns about a child in her care. She completes daily visual risk assessments to ensure that children play in a safe environment, and demonstrates that she has a good understanding of being alert to potential hazards on outings. However, she is not aware of the requirement to keep a record of risk assessment, clearly stating when it was carried out and the date of review. This is a breach in a specific legal requirement.

The childminder organises her home to take account of children's individual needs, for example, if a child needs a nap then a quiet, secure area is made available. Resources, which are of good quality, are stored low down so that they are easily accessible to those in her care. This ensures all children are included and treated with equal concern. Children are encouraged to learn about similarities and differences through discussion, books, puzzles and outings. In this way children develop a positive attitude to others.

The childminder works in partnership with parents. Policies and procedures that underpin the service provided are shared with parents before admission. They share useful information through discussion at delivery and collection times and by the use of a daily diary. She takes account of children's interests when planning activities. However, she is unaware of the need to develop communication with other settings children may attend to ensure her practice is complementary.

The childminder has started to use self-evaluation to identify her strengths and areas for development. She takes steps to develop her knowledge of childminding by attending additional training whenever she can and has a clear vision for the future.

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

The childminder takes time to talk to the children about their play and to help them manage the resources. This supports their learning and development. She provides a range of interesting activities, which cover all six areas of learning, to develop the children's general interests. For example, when a child role-plays a telephone conversation the childminder uses this opportunity to talk about things that are important to them. She asks open ended questions to help children think and uses spontaneous opportunities to introduce colour, shape and number. Children learn about the wider world through playing with small world toys and operate interactive toys that help them to develop skills for the future.

Children regularly visit the park and play in the garden whenever they can. This

encourages them to develop their physical skills and they benefit from playing in the fresh air. They have daily opportunities to develop their social skills through attending toddler groups and meeting up with their peers. This helps children to build confidence and self-esteem and learn acceptable levels of behaviour.

The childminder plans a flexible range of activities based on children interests. She is beginning to make observations of the children's activities. However, she does not link observations to the six areas of learning. This means observational assessments do not inform planning for each child's continuing development through play based activities, at present.

Children learn about healthy practice, during the day –to-day routine when they are encouraged to wash their hands after messy play and before snacks and meals. Children benefit from a healthy diet and all records support children's health are in place and well maintained. Children are well behaved and understand the childminder's expectations. The childminder shares her time effectively between the children. They are well occupied and this helps to ensure a calm, happy atmosphere, in which children feel safe and secure.

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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 early years section of the report (Documentation) 14/03/2010

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 (Documentation) 14/03/2010