

## Inspection report for early years provision

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<b>Unique reference number</b>	EY399594
<b>Inspection date</b>	10/02/2010
<b>Inspector</b>	Hazel Stuart-Buddery
<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.

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## Description of the childminding

The childminder was registered in 2009. She lives with her son in Brookwood, Surrey. Shops, parks, schools and public transport links are all in walking distance. The childminder's flat is situated on the ground floor of a block of maisonettes. Most of the childminder's home is used for childminding, with the exception of her bedroom.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age group. Currently there is one child on roll 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 overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy while in the childminder's care and make sound progress in their learning and development. Systems are in place to ensure children play safely and securely, however, records maintained do not contain some required information. The uniqueness of each child is valued, although current procedures for providing play opportunities and experiences do not always reflect the specific needs and interests of the children. The childminder, through discussion, identifies her strengths and areas for development, although, as yet, procedures are not in place to address improvements identified. There are some procedures in place for working in partnerships with parents. Some parental consents are in place.

## What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Promoting good health) 24/02/2010
- ensure records of risk assessments are dated and signed by whom they have been checked. (Suitable premises, environment and equipment) 24/02/2010

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

- develop the observations and assessments of children by identifying future learning targets and share with parents; use this information to plan relevant and motivating experiences for each child
- ensure all areas of Learning and Development are delivered through planned,

- purposeful play, with a balance of adult-led and child-initiated activities
- improve the fire safety by completing regular evacuation drills and site the fire blanket appropriately in the kitchen
- improve daily hygiene procedures by ensuring children wash their hands before meals to help prevent the spread of infection.

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

Children are safeguarded and protected because the childminder has systems in place for identifying and responding to concerns about children's welfare. Adult members of the household hold relevant safety checks to ensure suitability. Written risk assessments are in place within the home and for all outings, although the records are not dated or signed by whom they were carried out. Written parental consent to seek emergency medical treatment has not been obtained. These are breaches of the regulations.

The childminder has a basic awareness of the requirements within the Early Years Foundation Stage. An adequate range of resources are freely and safely accessible to support children's learning. Children happily choose what to play with and some bring toys from home to help them settle and feel secure. Equality and diversity is adequately promoted. Children's awareness of the wider world is promoted as a range of resources are available that reflect differences. Activities are differentiated to ensure every child receives maximum enjoyment. The childminder has not completed a formal self-evaluation, although she confidently talks about her strengths and areas for development and identifies how improvements will be addressed. Parents are encouraged to express how they feel about the provision on a regular and informal basis. The childminder observes children's body language and behaviour to ascertain if they are happy within the setting. Partnerships and channels of communication with pre-schools and other professionals to promote children's achievements and well-being are not yet required; the childminder is, however, aware of the importance of developing this and understands the benefits to children. Partnerships with parents are positive. There is a regular exchange of some information, providing them with adequate information about the well-being and development of their child. However, opportunities for parents to discuss and agree future learning targets towards the early learning goals are not provided. Written policies and procedures are shared with parents.

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

The childminder completes basic assessments on the children and demonstrates, through discussion, an awareness of the areas of learning and the early learning goals. The childminder is generally aware of where children are in their development towards the early learning goals. Information is sought from parents when children first start to ensure activities and opportunities provided are appropriate to the child's stage of development. Basic observations are completed,

however, the information gained is not used effectively to plan an individualised programme for all children; not all areas of Learning and Development are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. Children's future learning targets are not always clearly identified.

Children are happy and relaxed in the childminder's care. They are confident and demonstrate a sense of security and belonging as they happily approach the childminder for cuddles and give big smiles to visitors. They enjoy choosing what to play with and show a lot of interest in musical toys. Some children enjoy pushing buttons on electronic music machines and happily dance to the music they hear. Children smile happily as they are praised for putting the correct shape into the shape sorter. The childminder helps younger children to learn about shapes as she names the shapes each time they place it in the sorter. She interacts positively with the children and encourages their language skills by constantly talking to them.

Children are not fully protected from the risk of fire. The fire blanket is not sited appropriately in the kitchen. They do not learn how to keep themselves safe while at the childminder's home as the fire drill is not practised on a regular basis. Children begin to learn about healthy lifestyles as they enjoy fresh fruit for snack and go out every day for fresh air and exercise. However, daily hygiene routines to help prevent the spread of infection are not encouraged and children do not wash hands before they eat. Children are well behaved and respond positively to praise and encouragement. They display sound levels of self-esteem. Generally, the resources, activities and opportunities provided for the children help them to secure the skills they need to develop in the future.

## 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	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

<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	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:	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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