

Inspection report for early years provision

Unique reference number	EY397231
Inspection date	01/03/2010
Inspector	Patricia Jane Daniels
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two young children in Addlestone, Surrey. The whole of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years. She is currently caring for one young child who attends on a full time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Local parks, shops and schools are within easy walking distance. The childminder attends the local parent/toddler groups. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets the needs of the minded child and ensures that she makes progress in her learning and development. The childminder is beginning to use self-evaluation to develop her practice. Information is shared with parents every day and relationships are positive. Most requirements are met, although security of the garden and documentation are not fully addressed.

What steps need to be taken to improve provision further?

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

- make the garden secure (Suitable Premises, Environment and Equipment) 31/03/2010
- request written parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and Welfare). 20/03/2010

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

- improve understanding of how to implement the safeguarding children policy and procedure appropriately
- improve ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- improve partnership working with parents to identify children's learning needs
- improve the system of self-evaluation to identify 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

All required checks on household members are in place to ensure their suitability. The childminder has a satisfactory understanding of safeguarding, although her knowledge of the procedures to take is a little insecure in some areas. The minded child approaches the childminder freely for cuddles, indicating that she feels confident and secure. The childminder has undertaken a risk assessment and made her house safe for children. However, the garden is not fully secure and this presents a potential hazard to children. Most of the required documentation is in place, although written parental consent to seek emergency treatment has not been obtained. These issues are a breach of requirements.

The childminder's routine and home are organised to meet the minded child's needs. The lounge is used as a playroom with toys and activities presented for the child's selection. A travel cot is provided in a bedroom on the first floor, so that the minded child can rest and sleep in a quiet environment. The childminder has developed policies to guide her practice, which are shared with parents. The childminder ensures that parents are informed about their child through a daily diary. Parents are complimentary about the service provided.

The childminder is beginning to review her provision and identify areas for improvement. However, she has not implemented a regular system for self-evaluation to ensure that strengths and areas for improvement are clearly identified.

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

The childminder engages in conversation with the minded child to encourage and develop language skills. For example, she repeats words back to the child in a sentence and tells the minded child what will happen next. The childminder knows the child's likes and preferences. She uses these to plan activities that develop the child's interests, such as an outing to visit trains. The child investigates paint and then moves into the playroom. The childminder provides puzzles and praises the child for fitting the pieces into the board. Then the child chooses toys and activities independently. The childminder supports play by talking to the child and asking some questions about the activities. However, she does not always follow through an activity with the child. For example, when the child selects books, the childminder does not take the opportunity to sit with her to look at the books together.

The childminder supports the child's developing walking skills by providing a push-along walker and by holding her hands as she takes steps. The child takes steps around the room with increasing confidence, indicating that she has benefited from the childminder's encouragement. The childminder notices when the child shows signs of tiredness and settles her for a sleep, to meet her needs.

The childminder provides activities that cover all six areas of learning and development. She is beginning to record her observations of the minded child. However, she has not developed a system of using her observations to identify any gaps in learning or to plan activities. Parents are not routinely involved in contributing towards the next steps in their child's learning.

The minded child benefits from a healthy menu of home cooked meals, which are prepared with fresh ingredients. The childminder provides a variety of meals and snacks to encourage the child to enjoy a range of healthy options. A drink of water is readily available for the child to help herself. The childminder ensures that she provides daily opportunities for outdoor play in the fresh air and regular periods of rest as part of a healthy lifestyle. She has current training in paediatric first aid so that she can administer appropriate treatment if there is an accident.

The childminder uses suitable behaviour management strategies consistently to help the minded child understand what is expected. She encourages sharing and turn taking and offers explanations to help develop understanding.

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

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

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	2
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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