

## Inspection report for early years provision

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<b>Unique reference number</b>	EY356242
<b>Inspection date</b>	17/05/2010
<b>Inspector</b>	Patricia Jane Daniels
<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 has been registered since 2007. She lives with her husband and two year old child in Walton on Thames, Surrey. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. Local facilities include the town centre, schools, parks, library.

The childminder is registered to care for a maximum of five children under eight years. She is currently caring for several children of varying ages, who attend on a full time and part time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's development and welfare is supported within a caring environment. Self-evaluation is not always used in everyday practice to inform future plans for improvement. The childminder develops links with parents to share information and develop continuity of care to meet children's needs. Most of the documentation is maintained appropriately, apart from the attendance register.

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

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

- maintain an accurate daily record of the hours of children's attendance (documentation) 31/05/2010

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

- improve understanding of safeguarding children issues
- improve fire safety precautions by fitting the fire blaket in line with manufacturers recommendations
- improve the system of self-evaluation, to identify strengths and priorities for development that will improve the quality of provision for children
- improve the system of observation and assessment, to clearly identify the progress made across all areas of learning from children's initial starting points

## 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 issues and the possible indicators of abuse. However, her knowledge is not fully secure in all

areas. The baby's close relationship with the childminder indicates that he feels safe and secure in her care. The childminder has organised her home well, so that children can independently select resources and move around freely. She finds out about children's preferred toys and provides these, so that children feel welcome and included. The childminder undertakes a regular risk assessment to ensure that all hazards are identified and removed. Stair gates to the foot of the stairs and kitchen prevent children's access. Smoke alarms are fitted to both levels of the house and children learn how to leave the premises safely during fire drills. However, the fire blanket has not been fitted to the kitchen wall in line with manufacturer's recommendations.

The childminder has completed the initial training course and has attended some further training to expand her knowledge. However, she has not fully developed system of self-evaluation to reflect on her practice and identify improvements or specific goals for development. Most documentation is in place, but there are some inaccuracies within the records of attendance. This is a breach of requirements and an action has been set. The childminder provides a range of written policies and procedures, which she shares with parents. This ensure that they are fully aware of her procedures.

A detailed daily diary is used to exchange important information and ensure consistency of care. Other systems of communication are developed, such as emails. The childminder makes time for daily conversations with parents. The shared information means that parents and the childminder can work together and that the child's individual needs are met. However, links with other providers who care for children are not as well established.

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

The childminder plans and provides activities that cover all areas of learning and development. She offers a variety of activities to encourage children to investigate new experiences. She provides a sufficient range of activities to meet children's needs and ensures that children are always involved in play. The childminder is beginning to use observation and assessment to plan the next steps in children's learning, so that these activities meet children's individual needs. For example, she encourages the baby to move forward by placing toys just out of reach. However, she does not always observe the starting points for new children, so that she can clearly monitor the progress made.

The minded child enjoys playing with the water trough and concentrates well as he tips water between containers and investigates the floating toys. He develops confidence and independence as he selects different resources and decides to play with the sit and ride car. The childminder helps children develop skills of cooperation as they learn to share resources during play. She talks to children about what is happening. This helps all children learn to communicate and supports children for whom English is an additional language.

The baby is given plenty of reassurance and cuddles to help him feel secure. All

the children are included and enjoy sitting with the childminder as she reads a book. She encourages the children to feel the textures of the pictures and learn about the differences.

Children learn to adopt a healthy lifestyle as they are provided with a healthy menu of nutritious meals and snacks. The childminder works with parents to ensure that the baby follows an appropriate weaning plan, with new foods introduced and monitored carefully. The no shoes policy ensures that floors are clean and hygienic. The childminder has a current first aid certificate and written parental consent to seek emergency treatment. This means that she can act in the children's best interests if there is an accident. Children have daily opportunities to play outdoors in the fresh air.

Positive language is used to encourage good behaviour. For example, the children are praised for sharing. The childminder speaks very gently to the children and provides a good role model for behaviour. She offers explanations to help them understand what is expected of them and uses diversion successfully to redirect any unwanted behaviour without confrontation

## 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	2
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

<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	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:

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 31/05/2010

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 above 31/05/2010