

Inspection report for early years provision

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| Unique reference number | 120693 |
| Inspection date | 28/06/2010 |
| 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.

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 on the outskirts of Horsell, near Woking in Surrey. The whole ground floor of the childminder's house is used for childminding and there is a rear garden for outside play. The childminder walks to a local school. She takes children to the local park and library.

The childminder is registered to care for a maximum of five children under eight years. She is currently caring for four young children, 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 are supported to make good progress in learning and development, and their welfare is promoted. All children are included in all activities and individual needs are met. Planning for improvement and self-evaluation of practice in relation to the Early Years Foundation Stage is not established. Partnerships with parents are well-developed, so that children receive continuity of learning and care. There are some breaches of regulations in relation to required documentation and information supplied to Ofsted.

What steps need to be taken to improve provision further?

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

- provide a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 23/07/2010
- record the full name, date of birth, name and address of every parent, which parent the child normally lives with and emergency contact details of the parents for each child (Documentation) 23/07/2010
- notify Ofsted of persons aged 16 years or older living on the childminding premises (Suitability of adults) 23/07/2010

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

- make the outdoor premises secure, with particular reference to the side gate
- organise documentation, so that records are easily accessible
- improve the system of self-evaluation, to identify the setting's 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

The childminder understands the procedures to take if she has concerns about a child. However, she has not ensured that Ofsted is aware of her husband's details, so that suitability checks can be undertaken if needed. This is a breach of requirements. The childminder takes all reasonable steps to ensure that children are safe by undertaking daily visual checks of the premises. Children's changing abilities are considered as part of the risk assessment, so that the environment can be modified to ensure their continuing safety. The outdoor premises are insecure, because there is not side gate in place. The childminder considers this potential hazard and ensures that children are always supervised when playing outdoors. Simple explanations during everyday activities enable children to develop an awareness of safety for themselves.

The childminder organises her home well to meet children's needs, so that they can move around freely and toys are easily accessible. This helps children to feel welcome and develop independence. The childminder quickly recognises children's individual needs and responds appropriately. For example, she gives cuddles to tired babies to help them settle and feel comforted. The childminder develops good relationships with parents and meets with them before minding starts to discuss her provision and find out about children's needs. Information about the children's day with the childminder is shared with parents through comprehensive daily diaries. These are valuable source of information and offer parents the opportunity to share their children's day and support their learning. Parents comments about the childminder's provision are highly complimentary. The childminder builds links with local schools and nurseries to support the process of transition for children in her care.

Self-evaluation is not embedded in everyday practice and is a weakness of the provision. The childminder has acted on the recommendations made at the previous inspection. She now has appropriate first aid training and has made the garden fence secure. However, she has not identified that she needs to obtain a copy of the Statutory Framework for the Early Years Foundation Stage and understand its requirements. As a result, she has not highlighted areas for improvement and development in relation to the Early Years Foundation Stage. Fortunately, the impact on outcomes for children is minimal because the childminder maintains her existing standards. The childminder has a good understanding of the children's needs and ensures that they make progress. Records relating to children's details are not fully in place, which is a breach of requirements. A record of the risk assessment has not been provided, which is also a breach. Documentation is not well organised to ensure that records are easily accessible.

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

The childminder is very focused on the children and takes opportunities to extend their learning and development through play. She follows children's interests, which enables their learning to take place in a meaningful context. For example, the children watch a short television programme that includes a feature on animals. The childminder responds to the children's comments and makes remarks about the features of the animals, so that the activity is not passive. When the programme has finished the children independently select toy animals for play. The childminder suggests that they all look at the 'Dear Zoo' book, and they all snuggle up together on the sofa. The children look at the book and listen with interest. They take it in turns to find a toy animal that matches the illustration to show to the baby, so that everyone is included. The childminder introduces size language to describe the animals and asks the children questions to help them think, such as 'why does the giraffe have such a long neck?'

Later, the children play hide-and-seek, with the childminder's support to ensure that each child is included and has a turn. The children cover their eyes and confidently count backwards and forwards from five. The children enjoy the activities immensely and join in with enthusiasm. Children are encouraged to value one another and their self-esteem is promoted through praise and the successful completion of suitably challenging activities. The successful outcome of a challenging activity helps the children to develop a positive attitude towards learning.

The children's daily diaries are used to record the childminder's observations of their abilities. These records demonstrate that the children take part in a wide range of activities and make good progress in all areas of development. The childminder uses her observations to plan activities that support the next steps in learning, so that children's development is supported and promoted. The childminder values the children's home languages and learns key words to help support communication. Children learn about the diversity of society through activities and explanations from the childminder.

The childminder provides an excellent, healthy menu of home-cooked meals and respects parents' wishes regarding their children's diet. Children have drinks presented within reach so that they can help themselves when they are thirsty, and the childminder makes sure they have plenty to drink. Daily opportunities for outdoor play in the fresh air are provided as part of a healthy lifestyle. Babies can crawl around in safety and practise pulling up into standing as they develop their physical skills. The childminder has current paediatric first aid, which means that children have access to appropriate treatment if they have an accident.

The childminder encourages children to develop empathy for others and take turns, so that they learn to consider the needs of others. She sets boundaries clearly but firmly and support this with explanations, so that children learn what is expected of them. Children's behaviour is managed effectively and in a way that is appropriate for their stage of development.

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

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| 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 | 4 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| 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 | 2 |

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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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) 23/07/2010
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) 23/07/2010

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 (Arrangements for Safeguarding Children) 23/07/2010
- take action as specified above (Procedures for dealing with complaints) 23/07/2010