

Inspection report for early years provision

Unique reference number	EY407466
Inspection date	08/10/2010
Inspector	Penny Wood
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 2010. She lives with her husband and two children aged one and 15 years old in Camberley, Surrey. The whole of the home is registered for childminding and there is an enclosed garden for outdoor play. The childminder is able to walk and drive to local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years old at any one time, of whom, two may be in the early years age group. She currently has two children on roll, aged two and three years. 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 happy within the childminder's care and are occupied well. They experience a suitable range of age appropriate activities and play opportunities, which encourage them to make some progress within their learning and development. Appropriate strategies, such as the childminder's partnership with parents, ensure she is able to meet the needs of all children. The childminder ensures she includes all children within her provision according to their individual stages of development. Since registration, the childminder has taken most steps to ensure the welfare requirements are met.

What steps need to be taken to improve provision further?

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

- review the risk assessment and take all reasonable steps to ensure that hazards to children are kept to a minimum, with particular regard to cleaning chemicals (Suitable premises, environment and equipment) 22/10/2010
- maintain a daily record of the hours of children's attendance(Documentation) (also applies to both parts of the Childcare Register). 22/10/2010

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

- develop strategies to monitor children's development to ensure they make progress across all areas of learning and use information gained through observation to inform the provision of activities and play opportunities and to promote children's next steps

- provide children with opportunities to gain a wider understanding of diversity and the world around them through planned activities and naturally through play with an appropriate range of resources.

The effectiveness of leadership and management of the early years provision

Children's welfare is suitably promoted because the childminder has a satisfactory knowledge and understanding of child protection procedures. Most steps within the home have been taken to promote children's safety. For example, the childminder supervises children well. However, although a risk assessment has been conducted, not all hazards, such as accessible cleaning chemicals, have been kept to a minimum. This is a breach of a specific legal requirement.

The childminder has considered her emergency evacuation plan, with good steps in place to ensure she is able to gather children and make contact with parents on leaving the premises. Appropriate strategies are in place to ensure children's safety on outings. The childminder has appropriate systems in place to safeguard children's good health. She provides a suitable range of home-cooked meals and snacks. The childminder maintains a current first aid certificate to ensure she is able to take appropriate action in the event of illness and accidents.

All required documentation relating to the Early Years Foundation Stage is in place. However, the childminder does not maintain her register of children's attendance on a daily basis in order to accurately record those children present at any one time. This is a breach of a specific legal requirement.

The childminder has developed suitable partnerships with parents. She gathers information relating to the children in order to be able to meet their individual needs. An appropriate level of information is available to parents, such as a basic range of policies and procedures and information about the childminder. This offers parents an insight into her provision. Information is shared on a daily basis, both within a daily diary and verbal exchanges at drop-off and collection times. For those children for whom English is an additional language, the childminder has taken good steps to ensure she has knowledge of some words in the child's own language to aid understanding and communication. The childminder is mindful of reinforcing English with children during play.

Children do not currently attend other settings, such as pre-schools, but the childminder is aware of the need to work in partnership with others in order to promote children's welfare, learning and development. Children are able to access a suitable range of resources and equipment within the childminder's home, with sufficient space available to enable them to play freely. The childminder has basic systems in place to evaluate her provision and to drive improvement. She has implemented most of the legal requirements since registration and has considered how to occupy children with age appropriate activities. She has plans to complete further training in the future in order to extend her knowledge base. The childminder has the contact details for childminder advisors within the local

authority, although has not felt the need for support to date.

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

Children appear settled and at ease in the childminder's care. For example, they happily participate in the suitable range of age appropriate play opportunities provided. They are able to make some choices from the range of resources that are readily accessible and stored within low-level storage units within the play room. The childminder supports children's learning appropriately. For example, she talks to children about the colours of objects and about pictures when completing puzzles. Although the childminder has some understanding of where children are within their development, particularly relating to numbers and language, this does not extend across all six areas of learning.

The childminder has suitable strategies in place to review children's progress, such as referring to the Practice Guidance publication and the internet. However, she does not formally record or monitor this information in order to be able to track children's individual progress across the six areas of learning and identify children's strengths and weaknesses. As a result, she is unable to effectively plan for children's next steps and to promote children's full potential across all areas of learning.

Good strategies encourage children to acquire skills within the English language, for example, the childminder consistently talks to the children and reinforces words by frequently repeating them. Children are occupied well. For example, when feeding one child the childminder ensures the other child is engaged in play and activities. Children generally play well alongside each other, with appropriate strategies in place to encourage them to share and take turns. Regular praise and encouragement boosts children's confidence and self-esteem.

Children benefit from opportunities to be physically active. They are able to play in the garden and visit local play parks, which provide opportunities for them to benefit from being in the fresh air and to develop their physical skills. They are gaining an awareness of appropriate hygiene routines, such as washing their hands after visiting the toilet. Children are gaining independence, particularly in feeding themselves. They are able to help themselves to drinks throughout the day, ensuring they do not become dehydrated.

Children are developing some awareness of the world around them. For example, the childminder encourages their awareness of safety, particularly when crossing the road. Children benefit from visits to toddler groups and childminder sessions, where they are able to meet their peer groups. Although the childminder welcomes children of different nationalities into her own socially diverse home, she does not promote children's awareness of diversity. To date, she has not raised children's awareness of different cultural festivals relevant to the individual children, society or her own family. Furthermore, she does not provide a suitable range of resources that depict positive images of race, culture or disability to enable children to learn

naturally through play.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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:

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:

- put in place 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) 22/10/2010
- take action as specified in the early years section of the report (Documentation) 22/10/2010

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). 22/10/2010