

## Inspection report for early years provision

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<b>Unique reference number</b>	121381
<b>Inspection date</b>	13/12/2010
<b>Inspector</b>	Nicola Hill

<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 1992. She lives with her husband and their two adult children in a detached house in the Badshot Lea area of Farnham in Surrey. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on this floor. There is a fully enclosed garden available for outside play. The family have a gecko as a pet.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of six children under eight years, of these, three may be in the early years age group at any one time. She currently has two children on roll in the early years age range and two in the older age range. The childminder also shares the collection of older children from school with another childminder.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's understanding of the Early Years Foundation Stage is sound. Children's learning and development is supported appropriately, although the current systems for monitoring their progress and achievements are not yet fully developed. Children are happy and settled within the home and the childminder ensures that all children are valued and included. The childminder demonstrates a commitment to improve her provision, although systems for self-evaluation are still in the early stages. Consequently, the capacity of the provision to maintain continuous improvement is sound. Most welfare requirements are met, although the childminder is not currently complying with one of the specific legal requirements.

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

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

- continue to develop knowledge of the learning and development requirements of the Early Years Foundation Stage in order to plan and provide experiences for children across all areas of learning, paying particular attention to the provision of information and communication technology (ICT) and learning about the cultures and beliefs of other people
- ensure children's records of achievements are regularly updated in order to effectively monitor their development and inform future planning. Ensure children's next steps for learning following an observation are consistently recorded, and share children's developmental progress records regularly with parents, to enable them to further support their child's learning

- continue to develop the partnerships with other settings providing the Early Years Foundation Stage (EYFS) for minded children, so that relevant information is shared to support continuity in learning
- ensure fire evacuation drills are carried out on a regular basis with the children.

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

The childminder has a safeguarding children policy and knows what to do if she is worried a child is being abused. The premises are secure and risk assessments are carried out and recorded, which ensures children's safety. However, the childminder has committed an offence by failing to notify Ofsted of changes to the persons aged 16 years or older living on the childminding premises. The childminder has just fallen short of the 14-day notice period, which is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

The system for self-evaluation is satisfactory, although it is still in its infancy. The childminder has started to reflect critically on her strengths and weaknesses to identify key areas for improvement. For example, she has identified the need to make better use of her information and communication technology equipment and she would like to reorganise the toys in the playroom. The actions raised at the previous inspection are being satisfactorily addressed. For example, the childminder has purchased new resources for the children, she is continuing to develop her knowledge of the learning and development requirements of the Early Years Foundation Stage, and partnerships with other professionals involved in the care and education of the children are being established.

The childminder organises the environment suitably to ensure children have suitable areas for play and rest. Children have access to a sound range of toys, furniture and equipment that is suitable for their age and stage of development. The childminder is considering ways of improving children's access to the toys to make more independent choices. As well as playing in the childminder's home and garden, children also benefit from local trips to the park, garden centre and toddler groups, which broadens their horizons and adds to the different experiences they have.

The childminder adequately promotes equality of opportunity and has a good understanding of individual children's backgrounds and needs. The childminder is happy to work with external agencies or services as necessary in order to provide support to individual children. She has started to establish relationships with other providers of early education for the children, by viewing their plans and their learning objectives for the half term. However, these relationships are not yet sufficiently developed to fully support continuity in the children's care and learning. The childminder builds sound relationships with parents. Parents are asked to read the childminder's policies and procedures, and important information, such as the certificate of registration and the contact details for Ofsted is displayed. This ensures that they are kept informed about the service she provides. Parents are

kept informed about their child's day through verbal communication, although some parents have requested the reintroduction of daily diaries which the childminder is willing to do. The childminder has not yet shown parents their child's developmental progress record or formally provided information about the children's future learning targets, to enable parents to further support their child's learning.

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

Children have developed good relationships with the childminder and are happy and settled in her care. The childminder is keen to develop her understanding of the Early Years Foundation Stage and her knowledge of the six areas of learning. However, her lack of confidence in this area prevents her from planning relevant and challenging learning experiences across all areas of learning. For example, children do not have regular access to technological equipment and have limited opportunities to learn about the cultures and beliefs of other people.

The childminder has started to make formal observations and has commenced a practice of keeping records of the children's development, using photographs of the children and samples of their artwork as evidence. However, she does not consistently record children's next steps for learning following an observation or update the children's records regularly enough to show children's progress across all areas of learning. Potentially, this has an impact upon the progress that individual children make, although the childminder can readily talk about the children in her care and what she does to help them progress. For example, she has recently introduced some new puzzles for one child as she realised the current puzzles were becoming too easy. The children are busy and absorbed in their play as they explore a box of dried pasta and fill a range of pots. They enjoy decorating their Christmas bauble pictures and proudly show off the finished result. As they play, the childminder encourages colour recognition, counting and shapes. They receive plenty of cuddles and meaningful praise, which also increases their sense of trust and well-being. For example, as one child manages to thread a brick onto a piece of string, the childminder praises the child for threading which they could not do before.

Appropriate measures are in place to promote children's health and well-being and they understand and adopt sound hygiene practices. The childminder takes account of children's dietary preferences and works with parents to provide the children with nutritious meals and snacks. The childminder ensures that there are daily opportunities for children to spend time outside and benefit from the fresh air. She walks each day to and from school, which encourages the children to develop a positive attitude towards exercise. The childminder is beginning to help children learn about issues such as road safety, but does not regularly practise emergency evacuation procedures with them, which limits their understanding of fire safety and what to do in the event of a fire. Children are generally well behaved. Age-appropriate techniques, such as discussion and distraction along with clear and consistent boundaries, are used to good effect to promote children's

positive behaviour. Overall, the childminder is generally providing children with the necessary resources, activities and opportunities they need to help them gain important skills for 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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:

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:

- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (Changes to people) 27/12/2010

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:

- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (Changes to people) 27/12/2010