

Inspection report for early years provision

Unique reference number	EY257813
Inspection date	18/02/2011
Inspector	Hazel Farrant
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 registered in 2003. She lives with her husband and three children in Woking, Surrey. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. Access to the property is at street level. The childminder is registered to care for a maximum of four children, one of which may be in the early year's age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, three of which are in the early years age range. The property is close to local schools, shops and other community amenities. The childminder attends the local parent and toddler group. There are no family pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a positive environment where overall, their welfare and learning needs are satisfactorily met. The childminder values children as individuals and treat them with equal concern to help them feel included. The system for self-evaluation is currently not sufficiently robust to highlight priorities for improvement. As a result, not all legal requirements have been successfully met.

What steps need to be taken to improve provision further?

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

- display the correct certificate of registration (Documentation) 17/03/2011
- ensure written permission from parents for seeking emergency medical advice or treatment is gained on admission to the provision (Safeguarding and promoting children's welfare) 17/03/2011

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

- develop the use of systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child further
- promote consistent hygiene procedures with particular regard to hand washing
- develop the use of self-evaluation to identify priorities for improving the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of the indicators of child abuse and of the procedures to follow, should a concern arise, which safeguards children's welfare. She has some systems in place to help her to reflect her practice; however, self-evaluation is not yet sufficiently robust to identify priorities for development or further raise the quality of care and education. For example, the childminder is displaying an incorrect certificate of registration. This is a breach of a legal requirement. In addition to this, the childminder is caring for more children than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

The childminder undertakes suitable risk assessments of her home and for outings, which protects children from coming to harm. Records and documentation are mostly in place and sufficiently organised. However, written parental consent for emergency treatment or advice has not been sort for all the children that attend the setting. This is a legal requirement; the childminder confirmed she will address this omission immediately. Children enjoy playing with a wide range of activities and wander around confidently. They have easy access to toys and equipment that meet their developing needs and make independent choices from labelled toy boxes. A welcome sign in different languages is on display to help promote an inclusive environment and enable all families to feel valued. The childminder has some processes in place to promote health. However, not all processes are consistent in regard to minimising the risk of spreading germs, such as hand washing after helping children to wipe their noses.

The childminder gains information and support from her local authority and by speaking to other providers to promote her knowledge and understanding of the Early Years Foundation Stage. This helps to promote the continuous improvement of her childminding practice and enables her to keep up-to-date with current childcare issues. Recommendations raised at the last inspection have been suitably met. For example, the childminder now holds a valid certificate in first aid, which enables her to protect children's health.

An open and friendly approach with parents contributes to establishing an effective working partnership. Parents complete an 'all about me sheet', which provides the childminder with relevant information about how to plan to meet the children's specific needs. Daily discussions, dairies and photographs keep parents well informed about their children's well-being. Information about the Early Years Foundation Stage is on display and parents report about their happiness of the service that is being provided. The childminder is beginning to develop a relationship with the local pre-school, who are also involved in children's learning.

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

The childminder takes photographs and writes observations to show what children can do and what they enjoy, and she displays these nicely in their individual files

for parents to see. However, not all learning journeys are up-to-date and some are general observations. She does not use them to analyse children's learning and development, as they are not linked to the areas of learning in the practice guidance. This impacts on how effectively she is able to plan their next steps and monitor children's progress throughout the areas of learning and identify any possible gaps in her provision. However, she has a satisfactory understanding of the ages and stages of development and knows how to move children on in their learning when they are ready.

The childminder is caring and offers lots of meaningful, positive praise and encouragement that raises children's self-esteem and confidence, helping them to make a positive contribution. Consistent guidelines are set to help children learn the importance of tolerance and acceptance and they are regularly reminded to share and take turns. They happily leave the childminder's side to explore in the safe environment, showing their feelings of confidence and safety. Toddlers are becoming active learners; they positively interact with the childminder as she supports them exploring the toys. They enjoy a good mix of self-initiated and adult-led activities that promote their learning and development and maintain their interest. For example, children particularly like to play with the wooden train track and accessories that are positioned at child height.

Children play games together as they listen to animal noises and find the correct picture on the board. Children's communication skills are promoted through listening to new vocabulary and by repeating words and sounds. They have access to books and writing materials and older children are able to use computer games. This ensures that children's early reading, writing and information technology skills are effectively promoted. They have lots of opportunities to develop their large physical movements on a daily basis in the large garden and the toddler groups they attend. Children regularly go out on visits which promotes their understanding of their local community and helps to develop their future skills. Children are well hydrated with water as their individual drinks are readily available. Parents provide a packed lunch for their own child and children sit socially at the dining table. Toys and equipment are checked for safety regularly. Children have opportunities of learning about how to keep themselves safe because they regularly take part in emergency evacuations.

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	2

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	2
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 (Documentation) 17/03/2011

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) 17/03/2011