

Inspection report for early years provision

Unique reference number	121170
Inspection date	08/03/2011
Inspector	Anne Nicholson
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 1994. She lives with her husband and two teenage children in a residential area close to Ashford, Sunbury, Staines and Feltham, in Middlesex, close to shops, parks, schools and public transport links. Mainly the ground floor rooms of the childminder's home are used for childminding, with the exception of upstairs bedrooms. There is a fully enclosed garden for outside play and several parks near by.

The childminder is registered by Ofsted on the Early Year register, compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently providing very occasional care for one child in this age group. She can also offer care to children aged over five years to 11 years.

The childminder is willing to collect children from the local school and attends a childminders group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development requirements are satisfactorily met as the childminder currently has a basic understanding of how to implement the Early Years Foundation Stage. They are generally safe and secure and enjoy opportunities to learn about their local community and the wider world. Partnerships with parents are established to provide a cohesive approach to meeting children's individual needs. This means children make acceptable progress, given their age, ability and starting points. The childminder's capacity to maintain continuous improvement is sound; she is beginning a self-evaluation process to identify strengths of practice and areas that require addressing to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a written record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment)

30/03/2011

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

- carry out a full risk assessment of outings which must take account of the nature of the outing and must be reviewed before embarking on each specific outing
- develop a self-evaluation process to identify strengths of practice and identify areas where further improvements will improve outcomes for children
- improve knowledge and understanding of the Early Years Foundation Stage learning and development requirements to improve learning outcomes for children
- increase the range of resources available for children that support their creative development
- develop learning and development recording systems to ensure that children's starting points are clearly identified, that there are clear links between observations, evidence and children's recorded achievements and that the next steps for their individual learning are clearly identifiable.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded as the childminder ensures that household members over sixteen years undertake suitability vetting through Ofsted. The childminder demonstrates an awareness of child protection procedures, and has recording systems in place for pre-existing injuries and accidents. She currently does not assess outing risks but does complete visual risk assessments of her premises. She has not met the requirement to keep a written record of risk assessments on her premises and this means that processes to effectively safeguard children are not fully effective. Children's medical requirements, contact details and individual needs are in place and parents sign emergency medical treatment consent forms to ensure their health and welfare needs are met. Recently updated policies and procedures are shared with parents to inform them of the service the childminder provides. Information about the children is exchanged at the start and end of the session to develop a cohesive care approach and share details of their day. The childminder is aware of the need to liaise with other carers and agencies although currently there are none. The childminder is committed to both her professional development and the continual improvement of her provision to improve outcomes for all

The childminder has only provided occasional care for children over the last few years in order to pursue other interests. She is reviewing her resources and developing her skills in implementing the early learning goals to better enable her to meet children's developmental needs. She adequately promotes equality and diversity and works with parents to meet children's individual needs. Children's activities and achievements are beginning to be linked into the early learning goals within the learning and development requirements of the Early Years Foundation Stage. Their starting points are known to the childminder, with some recorded within their 'Learning Journey' folders. Some observations are completed and achievements from these are noted within individual folders. However there are many achievements and next steps for learning that are not acknowledged and

therefore children's overall progress whilst with the childminder, through the early learning goals is not accurately seen. She is starting a process of self-evaluation and is aware that she has limited understanding of the Early Years Foundation Stage learning and development requirements and that some areas of learning are less effectively met. For instance, creative development resources for younger children.

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

Children's individual care requirements are suitably met by the childminder each day. They receive opportunities to rest, drink, eat healthy snacks and learn personal hygiene skills through washing their hands before they eat. Good hygiene practices are in place with children using soap and water to wash their hands before snacks and drying them on their own towels to prevent cross infection. Children enjoy a range of healthy snacks at the table and receive encouragement to say 'please' and 'thank you', assisting them in developing their manners. They hear explanations on why they need to walk as they may fall and hurt themselves if they run, which increases their awareness on how to keep themselves safe. They go out for local walks and to nearby parks and this promotes their awareness of their local community and the natural world. Children are learning to respect each other, share resources and socialise with peers through attending childminding groups. They are developing their communication skills through the childminder asking them questions about activities they have participated in. They enjoy relaxing on the settee to read a story with the childminder. She increases their vocabulary and conversation skills by pointing out familiar objects, talking about what they see, the colour they are and encouraging them to count.

Children demonstrate that they have a good relationship with the childminder and feel comfortable within her home. The childminder currently only provides part-time occasional care so assesses how the children are feeling when they arrive before planning the day. She encourages children to play with the cars and look at books to promote their interests and support their developmental progress. However, currently her knowledge and understanding of how to link these into the six areas of learning and complete observational assessments is limited. The childminder is reviewing how she plans, undertakes observations, identifies next steps for learning and records achievements to improve outcomes for children and support their ongoing developmental progress effectively. Children play on the floor and freely access the resources available. Opportunities for younger children to express themselves through creative activities are an area the childminder has identified to develop further. There are some opportunities for children to learn about their local environment, the wider world and cultural celebrations.

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

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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	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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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