

Inspection report for early years provision

Unique reference number	120695
Inspection date	21/03/2011
Inspector	Louise Bonney
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 1995 . She lives with her husband and adult child in Tongham, on the outskirts of Farnham and Aldershot. The bungalow is close to local shops and amenities. The lounge and one bedroom is used for childminding. There is a fully enclosed garden available for outside activities.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has four children on roll in the early years age group attending part time, and four children in the older age group attending before and after school, and during the holidays. She is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. The childminder has a temporary variation allowing her to care for up to four children in the early years age range. The childminder provides care from Monday to Friday throughout the year.

The childminder attends a local toddler group and children's centre on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder shows sufficient understanding of the Early Years Foundation Stage and promotes children's care and learning appropriately. She safeguards the children through implementing suitable policies and procedures and reduces hazards to provide a safe environment. However, she does not record her risk assessments and their review, which breaches the welfare requirements. She liaises with parents and others supporting the children, which helps to provide sufficient continuity in their care and learning. She attends training to develop her knowledge and takes some steps to improve her provision that benefit the children, although future plans are limited.

What steps need to be taken to improve provision further?

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

- maintain 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)

21/03/2011

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

- develop further understanding of the Early Years Foundation Stage to support the evaluation of the provision for children's learning
- develop a systematic and routine approach to observational assessment of children's development towards the early learning goals and use to plan their next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder has most policies and procedures in place to support children's welfare. She is vigilant in supervising children and ensures their environment is safe and secure, both at home and on outings. However, she does not record her risk assessments or their review. This breaches the welfare requirements. All adults living on the premises have undergone vetting procedures through Ofsted to ensure their suitability. The childminder discusses any injuries children have on arrival with parents and shares the children's accident records with them. She has attended updating training for safeguarding and shows good understanding of the procedures to follow. This safeguards the children appropriately.

The childminder shows some capacity to maintain continuous improvement. She attends training and reads early years publications to update her knowledge about children's learning and development, behaviour management and safeguarding. She acts upon recommendations made at previous inspections, leading to improvements in hygiene routines and documentation. She attends the local children's centre where best practice is promoted and helps her evaluate her own provision. She makes some use of the Surrey Early Years Foundation Stage learning journeys to monitor children's progress towards the early learning goals. She has limited ideas for future development, which include using her observational assessments to help clearly identify children's next steps and support planning.

The childminder organises her provision to support children's activities. They access sufficient good quality and durable resources, which the childminder complements by taking them to play parks, soft play centres, the childminder's toddler group and children's centre. She allocates sufficient space for the children to play in and they have opportunities to play in the garden as well as indoors, although the garden is more frequently set up for use in the summer. Children develop awareness of sustainability as they help the childminder water seed potatoes or grow their own seeds, developing their understanding of sustainability.

The childminder provides an inclusive environment. Children use resources that reflect and stimulate discussions about diversity. They link play people in a wheelchair with people they visit with the childminder. The childminder seeks information from parents, such as other languages the children speak, their cultures or religions. Parents complete All about me forms which provide details of children's starting points, interests, likes and dislikes. This helps the childminder promote equal opportunities and to meet children's individual needs.

The childminder develops friendly and trusting relationships with parents. She provides them with sufficient information about her provision through discussions and some written documentation. She seeks information about their individual needs through the completion of contract and consent forms and parents share their children's records. She occasionally shows parents her observation records of children's progress together with photographs, and talks to parents at handover about the children's activities and care. This helps to involve parents in their children's learning and supports continuity in the children's care. The childminder also liaises with other provision children attend. She receives written activity plans from children's pre-schools which helps her extend children's experiences. She sees children's pre-school progress records, but does not take note of their identified next steps to more fully promote continuity in their learning.

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

Overall the childminder has sound knowledge of how to promote children's learning and development. She occasionally records her observations of their progress together with photographs and samples of their work. She uses the Surrey learning journey documentation to monitor children's progress towards the early learning goals. However, she does not link this record to her written observations to more systematically reflect upon and identify their progress and next possible steps. This impacts on how effectively children build on their previous knowledge and skills. Children have access to a varied range of resources and activities that promote their development both on the premises and through regular outings, such as to parks and groups. This helps them make satisfactory progress in their learning and development.

Toddlers are content and happy as they play. They have some toys set out accessibly on the floor which they help themselves to and show interest in. The childminder pulls out boxes in low storage units, providing them with some more variety, or fetches train tracks from the cupboard children do not have access to. This provides children with sufficient resources and adequately stimulates their play. Toddlers watch as the childminder builds a railway layout. They show awareness of technology as they use the switch to turn the train engines on and off, or hand the engine back to the childminder when it needs a new battery. Older children use the computer for various learning games, learning how to manage different programmes. Toddlers learn about shape and space as they carefully fit trains onto the tracks, or as they construct towers by matching and fitting together construction bricks. Older children explore shapes as they stick down pre-cut triangles and squares to make pictures. Toddlers sit at the small writing table and enjoy mark-making activities as they use coloured crayons, and there are printed materials set out ready for older children to use as they begin to form awareness of letters. Children use resources that reflect social diversity and visit the elderly, which prompts discussions and encourages them to value similarities and differences. The childminder provides a balance of free play and adult-led activities, such as cookery once a week. She plans various outings for the children which raise their awareness of their local community. They visit local parks, soft-

play centres and activity groups. They become familiar with schools and pre-schools as they collect older children, which helps when they later transfer into their care.

Children show they feel secure with the childminder. They climb onto her lap as they share their toys with her, giggling as they play finger games together. They develop social skills as the childminder encourages them to be polite, saying 'pardon you' at appropriate times. They develop appropriate behaviour and learn to play with the other children attending as they take turns and share resources. She encourages toddlers to take care of the toys, reminding them to be more gentle when banging a toy to make it play a tune. They learn how to be safe as the childminder reminds them that smaller construction pieces are not for them to play with, and quickly removes a stray piece from their toy box. They learn to assess and control appropriate risks at home and on outings, such as when pushing along wheeled toys in the garden without bumping or using larger apparatus to climb and balance on in the park. The childminder teaches toddlers to crawl backwards safely to climb down the garden step. This helps children learn how to keep themselves safe.

The childminder supports children's health appropriately. She liaises with parents about children's diets and provides healthy snacks and light meals when required. Children continue their home routines as their needs change, including toilet training or having their teeth brushed when they arrive. Children have drinks available at all times although these are often diluted squash, rather than water or milk to further promote healthy teeth. They have daily opportunities to play more energetically, such as in the garden, parks or soft-play centres. This helps to promote healthy lifestyles.

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	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:

- 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, and make this available to parents (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 04/04/2011

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 compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children) 04/04/2011