

Inspection report for early years provision

Unique reference number	124405
Inspection date	22/03/2011
Inspector	Yvonne Smith
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 1991. She lives with her husband and one adult daughter in a residential area in Coulsdon, Surrey. All areas of the home are used for childminding. There is a fully enclosed garden for outside play. She takes and collects children from a local school, and also goes to toddler groups, the local library, pre-school, and park. The childminder has two children in the early years age range on roll and is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She sometimes works with an assistant and may then care for a total of six children under eight years, with four in the early years age group. The childminder also offers care to later years children. She is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder effectively promotes aspects of children's welfare and learning; however, she has overlooked several specific legal requirements, which place children's safety at risk. She offers an inclusive environment and ensures that children of all ages are given opportunities to make a positive contribution regardless of their age or gender. The childminder is very knowledgeable about children's individual starting points, and needs and ensures that these are met at all times. Partnerships with parents and the local pre-school are very well-established.

Overall, the childminder offers a varied range of activities, which supports children in making good progress in their learning and development given their age, ability and starting points. The childminder has not made use of self-evaluation to reflect on her practice, and she does not consider that there are any improvements which could be made to the service she provides, which prevents her from developing her practice further to improve the outcomes for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that records are easily accessible and available 15/04/2011

- for inspection (Documentation)
- hold a current paediatric first aid certificate (Suitable People) 08/05/2011
- keep a daily record of the names of the children looked after on the premises, and their hours of attendance (Documentation)(also applies to both parts of the Childcare Register) 15/04/2011

To improve the early years provision the registered person should:

- use self-evaluation systems to reflect on practice and drive systems for improving the provision.

The effectiveness of leadership and management of the early years provision

The childminder fails to maintain a number of required documents and procedures. These weaknesses in her systems place children at risk of harm, so they are not adequately safeguarded. The childminder has assessed the risks in the home and garden to ensure that children are safe. However, the written record of risk assessment which the childminder advised is in place, was not available for inspection. A record of attendance has not been maintained for several months. These are breaches of specific legal requirements. The childminder has a good understanding with regard to her responsibility to ensure that children's welfare is protected. She knows who to contact if she is worried about a child in her care. The childminder does not hold a current paediatric first aid certificate, having overlooked the renewal date. Whilst this is a further breach of a specific legal requirement, the impact on children is low as the childminder has undertaken relevant training in the past.

The home is organised to meet the needs of minded children and resources are used adequately to support children's learning and development. A variety of suitable toys and resources are easily accessible in the lounge, which supports children in making independent choices about their play. Self-evaluation is weak as the childminder has not reflected on her practice to identify all areas for development and improvement. She does not have any immediate ideas of ways in which her practice might be enhanced. Despite this,, some policies and procedures have recently been reviewed and updated.

Partnerships with parents are very positive and well established. Parents are actively encouraged to pursue clear and accessible channels of communication. This communication means that there is a daily exchange of information to ensure that both parties are kept well informed about children's achievement, well-being and development. For example, she informs parents if children have had a restless day or have achieved well during their session at preschool. Children have good opportunities for involvement in decision making; for example deciding which craft activities to engage in whilst younger children are resting. Parents have chosen to place siblings with the childminder on a long term basis, which indicates that they are happy with the ongoing care given to their children.

Partnerships with other providers are very well established as the childminder has positive historical links with a pre-school that minded children attend. This link means that information is readily exchanged, to ensure that the welfare and well-being of children is consistently promoted.

The childminder has a suitable knowledge of each child's capabilities and adapts her practice accordingly, so that equality and diversity is successfully promoted. For example, children help with the preparation of lunch which includes selecting favourite ingredients from the cupboard, to acting as 'server' and carrying the prepared meal to the table.

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

Children enjoy their time with the childminder. They are happy, motivated and settled in the childminder's home. They have warm, loving relationships with the childminder, which helps them behave in ways that show that they feel very secure, confident and safe in her care. For example, children delight in going to the food cupboard and refrigerator with the childminder, to choose and decide for themselves what they would like for lunch.

They easily access play materials, which are stored in a low cupboard in the lounge. The childminder supervises children effectively at all times, and they are aware of house rules that keep them safe; for example not going into the kitchen when the childminder is cooking. Children happily follow good hygiene routines when they wash their hands before they eat. However, the weaknesses in the childminder's documentation systems impact on her ability to keep children completely safe.

Children benefit from an excellent range of well-balanced freshly prepared meals and snacks. They choose the ingredients for themselves and are aware of foods that promote their health, for example fresh fruit. A healthy lifestyle for children is promoted well as they benefit from playing in the garden, trips to the seaside in the summer, visits to the local park and trips to visit a flock of sheep that graze nearby. Such trips broaden their understanding of the wider world too.

Children's skills for the future are developed as they take part in a wide variety of activities and experiences that support their development across all areas of learning. For example, they engage in lively conversation as they help to prepare the meal for lunch, lay the table and clear away afterwards, to make space for creative activities. These activities also aid children in making positive contributions, while at the childminder's home, through taking on small responsibilities.

Children benefit from a familiar daily routine based around their needs. The childminder knows children well and makes regular observations of their achievements. She uses these to identify the next steps for their learning and plan activities that build on their interests, what they already know and what they can

do. This means learning is progressive.

Behaviour is good because children are suitably engaged at all times. Attention to providing a stimulating environment which captures children's imagination is evident; for example creative activities include making junk model aeroplanes and hand made mini parachutes for model figures.

Children's communication and language skills are very well promoted. Children are asked open-ended questions to extend their thinking and they positively engage in the two-way flow of conversation which is based on a firm foundation of knowledge and understanding of each other. Children solve simple problems as they play, as discuss the most suitable action figure to take pride of place in the cockpit of the model aeroplane.

Children are aware of the importance of keeping themselves safe for example knowing that they need to evacuate the premises in the event of a fire. They acknowledge that the kitchen is out of bounds when the childminder is cooking tea, in case of accidents.

All children gain an appreciation of the world around them as they investigate insects in the front garden with the childminder. The daily routine is tailored to meet the needs of all children and they remain positively engaged and stimulated during their time at the setting. The importance of respecting, and being kind to each other is embedded throughout children's play and conversations. They demonstrate a good understanding of feelings and help each other when making choices, for example confirming each other's favourite foods

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	2
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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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 on the early years section of the report (Records to be kept) 15/04/2011

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 on the early years section of the report (Records to be kept) 06/04/2011