

Inspection report for early years provision

Unique reference number	EY413865
Inspection date	07/04/2011
Inspector	Christine Stimson
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 October 2010. She lives with her adult son and three children aged 14, 11, and nine years in Addlestone, Surrey. The premises are located close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is an enclosed garden for outdoor play. The childminder has four small dogs and a cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for three children in this age group. She also offers care to children aged over five to 11 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder cares for children who speak English as an additional language.

The childminder walks or drives to local schools to take and collect children. She also attends adult and toddler groups and takes children to the local park and library.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and happy in the childminder's home and are making good progress towards the early learning goals, through the use of effective planning systems. Positive relationships with parents have been established, but this is not extended to other childcare providers. The childminder embraces training opportunities and has started to evaluate her practice. She conducts evacuation drills with children, but these are not recorded. Risk assessments are in place for the home and all outings. The childminder has not obtained written consent from parents to administer medication, which is a breach of requirements.

What steps need to be taken to improve provision further?

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

- ensure prior written permission from parents is obtained for each and every medicine before any medication is given (Promoting good health).
- 21/04/2011

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

- develop systems for communicating with other settings that children

- attend to promote continuity in their learning
- record details of the evacuation procedure conducted with children and note any problems encountered and how they were resolved
- develop ways to involve parents in the evaluation process.

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure environment where risk assessments are carried out regularly, including daily visual checks. Some written risk assessments for outings are also in place and the childminder verbally explains the procedure she follows to ensure children's safety at all times. The childminder has updated her first aid qualification and maintains a well stocked first aid box to deal with minor accidents. Written consent is in place for all children allowing the childminder to seek emergency medical advice or treatment. The childminder has an evacuation procedure in place that is regularly practised with children, but a record of this is not maintained. Fire detection equipment is in place in the home to further ensure children's safety. All adults in the home, over 16 years of age, have been vetted for suitability. The childminder has a good understanding of the procedures to follow if she has concerns about a child in her care. She has attended safeguarding training to make sure she has up-to-date knowledge. The childminder has devised a safeguarding procedure for her practice, to improve her systems for ensuring the safety of the children whilst in her care.

The childminder embraces training opportunities to improve outcomes for children and has recently completed a National Vocational Qualifications at level 3 in Childcare and Education. Children play with a wide range of good quality resources that are kept in child-height boxes, drawers and on shelves. These are pictured and labelled to enable children to make choices in their play. The childminder establishes children's starting points with parents, using a form that helps her build on what children already know and can do. Inclusive practice is promoted by the relationships the childminder has established with parents. Daily verbal feedback with parents ensures they are informed of what their children have been doing. A contact book is maintained showing how the childminder meets children's personal needs and one-to-one meetings are arranged to discuss any problems that arise. The childminder has not established relationships with other childcare providers attended by the children in her care to ensure continuity for learning and development. The childminder evaluates her practice, but does not include parents in this process. Most required documentation is in place and all details included; however, the medication records do not clearly show parents signature when they have given consent for prescribed medicine to be administered. Medication administered is recorded well and parents sign in acknowledgement of this. This is a breach of requirements. However, because of the way in which the childminder approaches the administration of prescribed medication, and obtains parents verbal consent to administer, there is little impact on the children.

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

Children enjoy their time with the childminder as they are occupied, stimulated and cared for. Activities are planned for individual children based on their starting points and the childminder's own observations of their interests and abilities. The childminder undertakes meaningful observations and these are recorded in each child's learning journey, which covers the six areas of learning. The records are made available for parents to see and discuss with the childminder. Children are learning their colours while in the childminder's care. They enjoy a wide range of activities that help them with this, including using a box which is divided into different colour sections to sort many different objects, including crayons and cars. The childminder skilfully helps children to use their knowledge in other situations, for example, identifying the colours of paint available.

Children are being prepared for the future as they take part in activities that help them with numbers, reading, writing and technology. Children access the computer to make patterns using the paint facility, and pick out letters on the keyboard to write their names. They enjoy cooking activities and have made biscuits, during which they have used their counting skills. Following this activity, the childminder identified their next steps in learning and encouraged children to make their own play dough. The childminder has a laminated number line in her lounge and each card has pictures of the correct number of items together with the numeral. These are used throughout the day. For example, children are asked to point to the pictures on the card and then count the items. The childminder extends the activity by activities like comparing the two socks on the picture to the socks the children are wearing. She asks them to count to see if they have the same number.

Children learn about keeping themselves safe as they take part in picking up toys before moving onto other activities to prevent tripping hazard, as well as learning how to cross roads safely. Children's health is promoted as they learn good hygiene practice through everyday routines of washing hands after using the toilet or before eating. Children are provided with their own hand towels to help prevent the risk of cross infection. Snacks of fruit are given to children along with a drink of water to help avoid children becoming thirsty. Children have opportunities for daily exercise by going for walks to the park or the river and they also attend a soft play centre where they develop physical skills. This helps children develop healthy lifestyles.

Children make a positive contribution to the childminder's practice as they are cooperative, well behaved, occupied and willing to take part in activities. Work completed by children is either sent home or displayed to show it is valued; this boosts children's self-esteem.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2
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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 shown in the early years section (Records to be kept). 21/04/2011

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 shown in the early years section (Records to be kept). 21/04/2011