

Inspection report for early years provision

Unique reference number	120420
Inspection date	12/07/2011
Inspector	Lynn Reeves
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.

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Description of the childminding

The childminder registered in 1999, she lives with her husband, their adult son and three school aged children. The family home is situated in a residential area of Beacon Hill, close to Hindhead in Surrey. All amenities are within walking distance. Children are cared for on the ground floor of the home and use the bathroom only on the first floor. There is an enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years old at any one time and is currently minding one child in the early years age group. The childminder is a member of the National Childminding Association and the family has a range of pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a caring environment where they are included. They generally make satisfactory progress in their learning and development although there are some weaknesses in the procedures for assessing and monitoring their progress. The childminder forms appropriate links with parents enabling her to meet children's individual needs. The childminder is beginning to reflect on her practice, although systems do not always accurately identify priorities for development to improve the quality of provision for children. Most required documentation is in place, although a written record of the risk assessment is not maintained as required by regulation.

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, ensuring it identifies all aspects of the environment that need to be checked on a regular basis and clearly states when it was carried out, by whom, the date of review and any action taken following a review or incident (Documentation). 12/08/2011

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

- improve observation and assessments to identify learning priorities to plan

relevant and motivating learning experiences for each child and use these to plan the next steps in each child's developmental progress and regularly review this approach

- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding children in her care. They are closely supervised at all times and she is clear about the procedure to be followed should she have a child protection concern. All adults in the home are appropriately vetted. Hazards are identified in the home and for outings with effective steps taken to minimise risks. For example, stair gates are used to prevent access to the front door, first floor and the kitchen, a fire-guard and appropriate fire detection equipment is in place. However, the provider is in breach the requirements as a written record of the risk assessment is not in place. The childminder has begun to evaluate her practice, although some of the areas identified for development are not yet fully addressed to drive improvement.

The childminder promotes equality and diversity through a positive attitude to ensuring all children are valued and included. They are provided with a range of toys and resources that positively reflect diversity. Children's individual routines for meal and sleep times are met as preferred by parents. The indoor environment is well organised to ensure children can move safely around the allotted areas. Children have easy access to a wide range of toys and equipment suitable for their ages and stages of development and these are stored at low level to encourage their independence. The childminder works with parents to ensure she meets each child's needs. They share information regularly about children's day to day progress during the daily handover and through a weekly diary. At present, children do not attend any early years settings but the childminder is aware of the need to share information if they do.

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

Children are generally happy and settled and enjoy their time with the childminder. They feel safe and secure due to their needs being catered for and the close attention they receive. Overall, children achieve satisfactory progress in their learning and development as the childminder knows them well and spends her time with them. The childminder has started to implement a system to observe and monitor children's achievements, however these observations are not being linked to the specific areas of learning nor do they identify the next steps in children's learning. Young children are starting to learn skills for the future and benefit from socialising with other children at the setting and the toddler group. They laugh and giggle as they bang on the musical instruments and wiggle their

bottoms as they hear the music play. Children enjoy looking at the books, turning the pages and pressing the buttons to make the noises of the animals.

Children develop satisfactory skills for the future as they use electronic toys with buttons and switches. Their language skills increase as the childminder interacts with them. For example, as children closely examine toy cars and trains, they repeat the words the childminder uses. Children are learning to recognise numbers and letters as they complete puzzles and focus well as they manage to fit the pieces into the right slots. They thoroughly enjoy playing with the large construction bricks and prompt adults to join in with their play. They attempt to count the bricks one by one, name the colours and problem solve as they discover which sizes fit together. The childminder is fully aware that children learn at different stages and that some have very short attention spans, she continually changes the activities to keep them stimulated.

Children are learning about healthy lifestyles as they take part in regular visits to the park and play in the garden on the large equipment, that promote their physical development. They enjoy bouncing on the trampoline and riding the sit on toys. Children are provided with healthy nutritious snacks and are learning suitable hygiene routines, such as washing their hands before eating. Children are beginning to learn to keep safe as they are reminded to sit carefully at the table, not to run indoors and how to cross the road safely when out walking. Children play a positive contribution as they are learning to manage their behaviour through the clear and consistent boundaries and the praise and encouragement the childminder provides. They learn to be kind to others and take turns with toys. Young children are becoming independent as they feed themselves and help themselves to the toys they want to play with.

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 (Arrangements for Safeguarding Children) 12/08/2011

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 (Arrangements for Safeguarding Children) 20/07/2011