

Inspection report for early years provision

Unique reference number	120548
Inspection date	27/07/2011
Inspector	Hazel Farrant
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 adult children in a single storey cottage, in the village of Jacobs Well, near Guildford, Surrey. Children have access to the whole of the property, but mainly use the playroom and kitchen. Access to the property is at street level and there is a fully enclosed secure garden for outside play. The childminder is registered to care for a maximum of six children, of which three may be in the early years age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register and may provide overnight care for two children. There are currently 12 children on roll, nine of which are in the early years age range. The childminder is experienced in caring for children with special educational needs and/or disabilities. Local parks, shops and schools are within easy walking distance. The family has a dog and a cat. The childminder is an accredited member of an approved childminding network and receives support from a mentor from the local authority. She is also a member of the National Childminding Association

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder's understanding of safeguarding children is inadequate and, as a result, their welfare and safety are at risk. Although the childminder uses self-evaluation to reflect on her practice, she has failed to identify key areas of improvement to promote children's safety. Consequently, there is a breach of a legal requirement. However, the children are very happy and confident in this inclusive environment and they are making good progress in learning and development. The childminder regularly attends training which shows a sound desire to maintain continuous improvement.

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 adults having unsupervised access to children are suitable to do so (Suitable people) (also applies to both parts of the Childcare Register) 27/08/2011

To improve the early years provision the registered person should:

- record details of evacuation drills in a fire log book of any problems encountered and how they were resolved
- develop further systems for monitoring and evaluating practice 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 understands the signs and symptoms of child abuse and is aware of passing on concerns to other professional agencies. However, she has not fully considered how to keep children safe. She has allowed a person whose suitability has not been checked to have unsupervised contact with children which puts the children at risk. As a consequence, she is not meeting her legal duty to protect children. The childminder has completed a risk assessment of her home and garden in order to identify and minimise risks to children. She also risk assesses outings and knows how to keep children safe when they go out .

The childminder uses reflective practice to drive improvement to her provision. For example, she uses a questionnaire to seek feedback from parents about what is working well and to highlight any necessary changes to her provision. However, the childminder's evaluation of her practice is not fully effective in identifying all areas for improvement because she has not identified that leaving children unsupervised with an unvetted adult puts them at risk. The childminder is keen to improve her provision. She has successfully addressed the recommendations set at the last inspection and regularly attends training to promote her knowledge and skills. The childminder has a wide range of exciting resources which encourages children to learn through play. They are able to choose to play inside the dedicated playroom or in the garden. This provides children with choice and meets their individual learning styles effectively. Resources include a wide variety of multicultural toys. Therefore, children are accessing positive images of the world we live in and beginning to learn about the wider world and diversity. The childminder plans appropriate art and craft activities for the children to engage them in the celebration of festivals. She is experienced in caring for children with special educational needs and/or disabilities. She is able to discuss how she supports all of the children in her care and how they enjoy interacting with one another.

The childminder has a strong and effective partnership with parents. She seeks information about each child's individual needs and starting points and home visits are arranged to promote continuity of care. Link books, newsletters and daily verbal exchanges of information keep parents and the childminder well-informed about each child. Written testimonials and cards reflect parents' complete happiness with the care their child receives. The childminder has a good understanding of the importance of the exchange of relevant information with other provisions when a child receives education and care in more than one setting. As a result, children's learning and welfare is promoted very well.

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

Children are happy and settled in the childminder's home and confidently move around between their chosen activities. They are familiar with the daily routine and they approach the childminder for comfort and reassurance when they need it. Children are provided with a good range of play materials which are easily accessible. They thoroughly enjoy looking through the boxes and choosing what they would like to play with. For example, they choose to put the wooden track together so they can drive trains along it. This promotes their problem solving skills well, as they turn the pieces around to make them fit together. Young children explore the bubble machine and giggle and laugh as they run around and jump up to try to catch them. They particularly enjoy using the dressing up clothes and accessories that are attractively displayed, so that they can easily choose what they would like to wear. They pretend to make sandwiches and drinks during their role-play and use chalks out on the patio to practise skills of mark making. The children thoroughly enjoy the positive interaction from the childminder during their play. She takes time to talk to the children and encourages new vocabulary during their play, repeating new words to them, to develop their understanding. All of these experiences build on the children's developing skills for the future.

Children begin to learn about being safe as they help the childminder to tidy toys away from the floor and know that only one person may use the trampoline at a time. In addition to this emergency evacuations are completed regularly, so that the children know what to do in a real emergency. However, the records kept of evacuation drills do not detail any problems encountered and how they were resolved to further support children's safety. Children's personal safety is compromised by the fact that they are left for short periods with an unvetted adult. Children are beginning to learn about how to manage their own personal hygiene. The childminder talks to them about germs and ensures that they wash their hands after using the toilet and before eating. Children are protected from cross-infection because the childminder has high standards of hygiene in her home. For example, children use paper towels to dry their hands. Children's dietary needs are managed well. The childminder discusses any specific dietary issues with parents to ensure she offers a range of suitable food and drinks that are varied and nutritious. Children freely help themselves to drinks of water and recognise when they feel thirsty after running around.

The childminder knows the children very well and ensures that she provides a good range of activities to promote their development across the six areas of learning. She uses the Practice Guidance document alongside the children's interests to help her identify their next steps in learning. Each child has their own file that contains written observations, photographs and samples of their work. These are well-presented and the observations are stored under each of the six areas of learning. The childminder completes a progress report for each child that is shared with their parents and is used to help her identify individual next steps in learning. Parents also have the opportunity to identify future goals for their children. The children demonstrate that they enjoy being in the childminder's home. They respond very positively to her gentle and sensitive interaction and as a

result, their behaviour is good.

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	3

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	3
The effectiveness with which the setting deploys resources	2
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	3
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	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
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 in the early years section of the report (Arrangements for safeguarding children) 27/08/2011

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 early years section of the report (Arrangements for safeguarding children). 27/08/2011