

Inspection report for early years provision

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Inspection date	28/06/2011
Inspector	Ann Moss
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 1997. She lives with her husband and two children aged 11 and 14 years in Ashted, Surrey. The whole of the ground floor is used for childminding with sleeping facilities on the first floor. The childminders home is within walking distance of local shops, schools and Ashted railway station. She has two guinea pigs as pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's knowledge of children's individual needs and personalities means that all children are included and their welfare needs met. Children are making some progress towards the early learning goals but the current systems in place to support and develop this area are limited. As a result, there is less emphasis on identifying next steps or involving parents in children's learning. Most of the required documentation is in place. Self-evaluation is limited but future plans are likely to bring about some improvement to the provision. The breaches of specific requirements have a minimal impact on the safety and wellbeing of children.

What steps need to be taken to improve provision further?

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

- complete a local authority approved paediatric first aid training and notify Ofsted of the details of the qualification (Promoting good health) (Also applies to the Childcare Register) 27/07/2011
- request written permission from parents, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical treatment in the future (Documentation) (also applies to the Childcare Register) 27/07/2011

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

- maintain a first aid box with appropriate contents to meet the needs of

- children
- provide suitable hygienic changing facilities for any children who are in nappies.

The effectiveness of leadership and management of the early years provision

The procedures in place for safeguarding children are sound. The childminder is aware of signs of possible abuse or neglect and knows what steps to take if she has concerns about a child in her care. Children move freely within the home and garden because the childminder thinks about their safety, and completes written risk assessments to identify and minimise potential hazards; for example, less secure areas of the home are made inaccessible through items such as cupboard locks and stair gates. She keeps children safe on outings without limiting access to challenging learning opportunities. Children practise regular emergency evacuation drills, helping them to stay and feel safe. The childminder completed the initial training course in first aid, however she is unable to demonstrate that she has maintained an up to date certificate. Parental written consents are also sought for the seeking of any necessary emergency medical advice or treatment. However, these are not in place for all children and this has an impact on their continuing health and wellbeing. These are breaches in specific legal requirements. In addition, although the childminder has a first aid kit some of the dressings are out of date..

Children are valued as individuals and any specific care need is met, with the necessary details recorded when required. Visits to local groups and venues provide opportunities for children to socialise with children from different backgrounds. Children have easy access to some resources such as books, puzzles and small world toys that help them gain a positive awareness of diversity. Children enjoy a broad range of good quality toys and activities to support their play and learning. However, as children's next steps are not clearly identified, the planned use of resources and activities is inconsistent in being able to support children's good progress

The childminder builds secure relationships with the children, welcoming them into her family. A positive relationship exists with parents. They receive information about the childminder's practices through discussion, and reading a range of written policies and procedures. There are regular exchanges of verbal and written information, providing them with adequate information on their child's wellbeing and how they have spent their day. However, the detail shared is less effective as there is no links made to the Early Years Foundation Stage. As a result, parents are not fully aware of how well their child is progressing towards the early learning goals, and are not actively involved in any assessment process. The childminders recognises the need to liaise with other agencies or professionals delivering the Early Years Foundation Stage, and is beginning to look at ways to ensure that the progression and continuity of children's learning, care or welfare needs is supported.

The childminder is motivated to improving outcomes for children through

developing her practices and knowledge, for example, through training. She is aware of her strengths and fully recognises the areas that require improvement.

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

Children enjoy their time with the childminder and benefit from the relaxed family environment. The water tray is popular and the childminder uses their interests to support their learning. For example, she provides different sizes of shapes of containers in water play, so that children can experiment with measuring. She makes use of the outdoor environment to give opportunities for investigation by providing bubbles. When out walking she supports children's recognition and use of number, colour shape and size through discussion and singing songs, promoting communication. Children recognise and use spontaneous opportunities to mark make, for example, as they enter their own design in the childminder's note book. They develop confidence and social skills through their many outings, such as to local groups and venues where they begin to build and consolidate friendships. Children show they feel safe. They are happy to play by themselves, make decisions and show some sustained interests in their play and learning. Overall, the children are beginning to gain the skills they require to support their future learning.

The childminder has a developing knowledge of the Early Years Foundation Stage learning and development requirements. She has an overall awareness of each child's abilities and in general helps these to develop as children play. However, the system of observation and assessment is in its infancy, and does not enable the planning of experiences which are appropriate to each child's stage of development as they progress towards the early learning goals.

Children begin to show a sense of how to keep themselves safe. For example, they confidently explain how to carry out the fire evacuation procedure and daily outings help them to learn how to cross the road safely, as they are asked to press the button at the pelican crossing. They show they feel happy and secure, due to the positive relationship they have with the childminder and others. Children behave well and respond positively to the childminder's requests, such as putting on outdoor shoes. Children's self-care skills are developing well. They are beginning to understand the need for appropriate personal hygiene routines and follow suitable hand washing practice with little prompting. Children benefit from a clean and hygiene environment, although the childminder does not do all she might do to ensure safe, suitable hygienic changing facilities for changing children in nappies, for instance the changing mat is ripped. The childminder obtains details from parents to ensure that she is meeting any health, physical and dietary needs. Although parents choose to provide all meals, children learn about the importance of maintaining a healthy life style through discussion and benefit from opportunities to engage in physical activities, both indoor and out.

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	2
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

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	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	2
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:

- take action as specified in the Early Years Register 27/07/2011

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 Register 27/07/2011