

Inspection report for early years provision

Unique reference number	507434
Inspection date	20/10/2011
Inspector	Bridget Copson
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 1989. She lives with her one adult child in West Molesey, Surrey. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The family has a pet dog.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. She is currently minding three children in the early years age group as well as children up to the age of eight years. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual welfare needs are met appropriately by the childminder. This is supported by partnerships with parents, but not fully with other settings they also attend. Children's learning is planned and promoted in most areas, but not individually, resulting in their making sufficient progress towards the early learning goals. The childminder demonstrates commitment to maintaining continuous improvement, and attends many training opportunities to update her knowledge and skills. She suitably safeguards children overall, and particularly successfully promotes their health and behaviour. However, she does not request parental consents for seeking emergency medical advice or treatment, or records all risk assessments.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of admission, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 21/11/2011
- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis, maintain a record of these particular aspects and when and by whom they have been checked. (Suitable premises, environment and equipment) 21/11/2011

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

- improve use of the assessments to plan next steps in every child's developmental progress
- improve systems for working together with other practitioners to support children's transition between settings.

The effectiveness of leadership and management of the early years provision

Children's welfare is generally safeguarded by the childminder who has some systems in place to help promote their safety and well-being. The childminder has an understanding of her child protection responsibilities in the event of any concerns to help safeguard children. Policies, procedures and risk assessments are implemented to help promote children's health and safety. However, the childminder does not include the swimming pool in her record of risks to be more regularly checked. This is a breach of a requirement. However, the childminder maintains a safe environment and understands the potential hazards to children when away from her setting and when using the swimming pool.

The childminder has suitable systems to monitor and evaluate the quality of her provision. She has completed an Ofsted self-evaluation form and has established links with the local authority in developing her practice. She attends training courses to develop her practice, such as for safeguarding and various child development workshops. She identifies some aspects to build on in future, such as working with parents. This benefits the children as she maintains the continual development of her provision. The childminder prepares an inclusive, warm and welcoming environment for children's arrival. This includes their independent access to a good range of activities and space to play and move around freely. Resources and topical activities support children in learning about the cultures and beliefs of themselves and others. This sufficiently promotes equality and diversity.

The childminder has established appropriate partnerships with parents, who are provided with information regarding her provision. Parents agree most aspects of the care provided with the childminder, which helps her meet children's individual needs. However, written parental permission is not obtained for seeking any necessary emergency medical advice or treatment. This is a breach of a requirement. The childminder does, however, keep contact and emergency numbers for all parents should an emergency arise. She informs parents through displays, daily communication and daily diaries. Through evaluation questionnaires she seeks and values their views. Some children also attend other settings. However, the childminder has not fully established links with these providers to support children's transition between the settings.

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

Children's learning is planned and promoted appropriately. The childminder records observations of children's achievements every day in their home diary. These are illustrated with a photograph and examples of their work. However, this information is not used to effectively monitor, plan and prioritise children's individual next steps of learning on an individual basis. The childminder supports children's preferred learning environment and interests. She organises a balance of free play and organised activities, at home and on outings. She interacts in their play with interest, offering some challenge to stretch their thinking. As a result, children are active and involved and make steady progress, but not always encouraged to fulfil their potential in all areas of learning.

Children are happy and settled, and demonstrate a good sense of well-being. For example, they explore freely, move around with confidence and enjoy playing with the childminder. They express their enjoyment with smiles and laughter in exciting activities, such as chasing paper butterflies to catch in a net. Children communicate their needs and feelings clearly. They tell the childminder what they need, ask questions, and enjoy recalling past events. For example, talking about the pizzas they made recently when looking at photographs in the home diary. Children have opportunities to read books with the childminder in the afternoon, and to mark-make in creative activities. Children are developing an understanding of number, shape and size. This is mainly achieved through the childminder's use of numerical and descriptive language in play. For example, counting how many noses and eyes they have. However, this area of learning is not promoted as regularly in planned or child-led play.

Children are involved within the local community in which they attend regular groups each week and use many local facilities. For example, children's centre and toddler group sessions, walks to the parks and visiting the soft play centre. They also meet up with friends regularly to promote children's social skills and to allow them to develop friendships with others. This also promotes their awareness of diversity within the community. They plant and grow vegetables and fruits, such as tomatoes, to support them in learning about growth and sustainability. Children use many resources that promote their understanding of information and communication technology, which they use independently. Children use their imaginations well with a wealth of role play and other resources, such as play houses and dolls. They also enjoy music and creative activities.

Children feel safe and secure within the childminder's care. They are developing a sense of how to stay safe with the childminder's support. For example, she teaches them about road safety and stranger danger, they practise the fire evacuation procedure and safe-play house rules. Children have healthy lifestyles. They play in a clean and hygienic environment. They know how to maintain good personal hygiene as they wash their hands and sit at the table to eat. Children show interest in healthy foods. They enjoy nutritious meals and healthy snacks and cookery activities, try different foods and grow fruits and vegetables. Children engage in a wide range of physical activities and keep fit through regular activities in the

garden and by using local facilities. The childminder creates a positive environment in which she presents as a calm and consistent role model. As a result, children behave very well. They demonstrate a clear understanding of what is expected of them and good manners.

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

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	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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