

Inspection report for early years provision

Unique reference number	EY315996
Inspection date	23/10/2008
Inspector	Hazel Farrant
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 2005. She lives with her two adult children and two younger children aged nine and seven years old in a three bedroom house in Ashford in Middlesex. The whole of the house can be used for childminding and toilet facilities are available on the first floor. There is an enclosed garden for outdoor play. The childminder is registered to provide care for a maximum of five children at any one time. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is currently minding five children, of which two are in the early years age range. The childminder walks to local schools and nurseries to take and collect children. The childminder attends the local parent and toddler groups. The family have one dog and two cats as family pets. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a warm and homely environment where children's individual needs are recognised and supported. However, observations of the child's achievements are not fully utilised to plan for the next stages of development. The childminder has some understanding of how to support children in the Early Years Foundation Stage; however two legal requirements are not currently met. The childminder makes time for daily conversations with parents to ensure that basic information is shared, although some required records are not fully maintained.

What steps need to be taken to improve provision further?

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

- ensure all required parental consents are clearly in place which includes parental consent for outings and transporting children in the car
- improve the use of observation and assessment to identify the next step for each child's learning and link to future planning and activities
- enhance partnerships by liaising with parents and other providers delivering the Early Years Foundation Stage to ensure children's progression and continuity of learning and care.

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

- obtain parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 30/10/2008
- obtain prior written permission for each and every medication from parents before any medication is 30/10/2008

given (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

The childminder organises her home and resources to encourage children to begin developing independence. For example, a range of toys is presented within the child's reach for selection. The childminder has developed policies and procedures to underpin her practice, which she shares with parents. The childminder has devised her own contract and child detail forms; however, she has not gained all the required written parental consents. For example, parental consent for emergency treatment or advice has not been gained, this is a legal requirement. Other parental consents are also missing from her documentation. These include, permission for outings and taking photographs of the children in her care. Accident and medication records are maintained satisfactorily, although written parental consent for each individual medication has not been sort, this is also a legal requirement. The childminder has recently developed a written risk assessment, which helps to ensure children are kept safe inside and outside of the home.

The childminder has begun to use the self-evaluation form to look at her provision in order to identify areas for improvement and potential training needs. She has successfully addressed the issues that were highlighted at her last inspection. For example, smoke detectors are now positioned on all floors of the house and potentially hazardous items in the kitchen are now inaccessible to children. The childminder ensures that all members of her household have undertaken checks, to ensure their suitability. She has sound understanding of the processes involved in order to safeguard children in her care. She liaises with parents to find out about the minded child's routines, so that appropriate care is provided. However, she has not yet considered fully how partnerships with parents and other providers delivering the Early Years Foundation Stage can link together to ensure children's progression and continuity of learning and care. All children are included in all activities, according to their abilities.

The quality and standards of the early years provision

The childminder responds to the immediate needs of children, for example, when they are feeling hungry or tired. Close relationships are developing between the childminder and the minded children. There are warm interactions between the childminder and the children as they sit together on the sofa and look at a book about farms. The childminder's questions and comments engage the child and make the activity interesting. She makes use of the incidental opportunities within activities to promote children's learning, such as describing the colour and feel of the play dough they are moulding together.

The childminder has some written planning in place which provides activities that support children's development. She responds to the children's interests, for example, a favourite activity at the moment is a Vtech cause and effect toy where

children learn about colours and numbers. Parents are told about what their children have been doing, but the childminder does not actively involve parents in their children's learning.

Children are provided with healthy meals and snacks. Drinks are provided regularly and older children can help themselves to a drink of water when they choose. The childminder encourages children to have as much fresh air as possible and routinely plans for outdoor play in the garden or at nearby play parks. She provides a positive role model for children's behaviour because she has a calm and gentle approach. The childminder is currently attending Makaton classes in order to support children who speak English as an additional language. The premises are secure, with a stair gate positioned to prevent children's access to the stairs and kitchen. Toys and resources are regularly checked and selected to be suitable for the ages of children attending. The childminder sets boundaries, to help the minded children learn about safety.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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