

Inspection report for early years provision

Unique reference number	EY309361
Inspection date	28/03/2012
Inspector	Jacqueline Munden
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 has been registered since 2005. The childminder lives with her husband and two teenage children in Reigate, Surrey. All areas of the house are available for childminding with toilet facilities available on the first floor. There is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time. Of these, three may be in the early years age group. There is currently one child on roll who is in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed and included in a caring environment. They are generally making sound progress towards the early learning goals but the childminder does not always identify and plan for the next steps in all areas of their learning and development. The childminder forms strong links with parents enabling her to meet children's care needs successfully. The childminder demonstrates a satisfactory capacity to make continuous improvements as she reflects on some aspects of her provision. However, she has failed to identify breaches of specific legal requirements to ensure she is appropriately first aid trained and keeps a daily record of children's attendance.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course by 25/04/2012 (Safeguarding and Welfare) (also applies to both parts of the Childcare Register) 25/04/2012
- maintain a daily record of the names of children looked after on the premises and their hours of attendance. (Documentation) (also applies to both parts of the Childcare Register) 29/03/2012

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

- use assessment to plan the next steps in a child's developmental progress and regularly review this approach

- provide opportunities for babies to explore a range of media and materials to increase their creative development
- develop systems of self-evaluation to accurately identify the setting's strengths and priorities for development that will further 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 and adults in the home are appropriately vetted. The childminder is clear about the procedure to be followed should she have a concern regarding a child in her care. She conducts suitable risk assessments of the home and for outings, taking appropriate safety measures to minimise possible risks. For example, the swimming pool in her garden is securely fenced to prevent children accessing it. However, she does maintain all documentation required for the safe and efficient management of the provision. She does not keep a record of children's attendance. Overall, children's health is promoted appropriately. However, the childminder is in breach of the welfare requirement to maintain a current first aid certificate. She is now booked onto a course, but due to lack of training, she may not be able to respond appropriately to a medical emergency. The childminder has recently returned to childminding following a break of five years. She has met the recommendations made at her last inspection reasonably well, and is keen to drive further improvements. However, she is not fully familiar with the good practice and regulations of the Early Years Foundation Stage framework. The childminder is not using self-evaluation effectively to identify and address some shortfalls in practice.

The childminder promotes equality and diversity appropriately through her positive attitude. Children's individual routines for meal and sleep times are met as preferred by parents. No children with special educational needs and/or disabilities attend at present but the childminder is clear how she will support them. A suitable range of accessible resources are provided to meet children's developing needs. For example, chunky, easy grip pencils mean young children can take part in mark making activities. Some toys and books promote positive images of different people in society which helps children learn about diversity. Strong partnerships are forged with parents that help the childminder meet each child's needs. Home visits help her get to know the families well. They regularly share information about children's day-to-day progress. The childminder informs parents verbally about her policies and procedures. Parents report they are very happy with the care their children receive. There are no children attending other early years settings at present. The childminder explains how she will liaise with them to provide continuity of children's care and to promote their learning and development.

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

Children are happy and settled with the caring childminder. Children show they feel safe and secure due to their needs being catered for and the close attention they receive. They form strong bonds with the childminder, reaching for a cuddle when tired. Children move freely around the ample space selecting toys to play with. A suitable range of resources is available which will allow most children to take part. For example, finger paints and chunky, easy grip pencils for younger children to make marks. However, these activities are not provided to children aged under one year to fully promote their creative development.

Overall, children make satisfactory progress. However, systems of observation and assessment do not fully ensure each child's progress is planned for. The childminder cannot be sure that suitable progress is being made across all areas of children's learning, because she does not monitor this effectively. The childminder explains the progress children have made in some areas of development and how she will promote this further. For example, she provides ample time for them to feed themselves with finger foods and plans to develop this by offering them a spoon to use. The childminder plans some activities outside the home to enhance children's learning and enjoyment. For example, they develop social skills at toddler groups and learn about the natural world as they feed the ducks at the local duck pond.

The childminder supports babies well to increase their mobility skills by enticing them with toys and offers lots of praise and encouragement. Babies excitedly reach and grab at the toys. They concentrate intently, developing co-ordination as they pick out objects from the container and carefully post them back in. The childminder interacts well with the children, offering descriptions of what they are holding. This promotes their language development and to begin learning about colours. For example, she explains, 'that is the green one', and, 'that is the flower shape'. The childminder engages their interest by asking questions such as 'where is the duck' and 'what sound does it make?' Children beam with delight as she makes 'quacking' sounds.

Children develop satisfactory skills for the future as they use electronic toys and books with buttons and switches. They learn to be kind to others and take turns with toys. Children learn to keep safe through effective procedures and routines. They wear harnesses in the high chair and in the pushchair. The childminder promotes healthy lifestyles. She helps children learn about foods that are good for them and to make healthy choices by providing nutritious meals. Children benefit from daily walks to the park where they enjoy playing on the swing.

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	2

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	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:

- take action as specified in the early years section of the report (Welfare of the children being cared for, Records to be kept) 25/04/2012
- keep and provide parents with copies of written statements of safeguarding and complaints procedures. (Arrangements for safeguarding children, Procedures for dealing with complaints, Providing information to parents) (also applies to the voluntary part of the Childcare Register) 04/04/2012

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 (Welfare of the children being cared for, Records to be kept) 25/04/2012
- take action as specified in the compulsory part of the Childcare Register. (Arrangements for safeguarding children, Procedures for dealing with complaints, Providing information to parents) 04/04/2012