

## Inspection report for early years provision

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<b>Unique reference number</b>	120887
<b>Inspection date</b>	11/04/2012
<b>Inspector</b>	Judith Reed
<b>Type of setting</b>	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 registered in 1989. She lives with her husband and an adult child in Staines. There are local amenities near-by. The whole house is registered for childminding, however this mainly takes place on the ground floor where a bathroom is available. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time, no more than three of these may be in the Early years age range. She is currently caring for three children in this age range. She also offers care to children aged over five to 11years. The childminder is also registered 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.

Children are settled and well occupied in the childminder's home. They make suitable progress in their learning. The childminder keeps most documentation as required, however risk assessments are not carried out or recorded and this is a breach of requirements. Regular observations are carried out but they are not shared with parents and insufficient resources reflect diversity. The childminder provides a range of activities for children, but creative play experiences are limited. She takes part in a quality assurance scheme and therefore takes steps to ensure continuous development.

## What steps need to be taken to improve provision further?

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

- conduct a risk assessment, review it regularly and keep a record clearly stating when it was carried out, date of review and any action taken following review or incident (Suitable premises, environment and equipment) 18/05/2012

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

- provide opportunities for children to explore a variety of art, creative and role play activities
- improve resources which promote diversity and develop children's knowledge

- about their own and other cultures
- extend sharing of information with parents to include children's learning and targets and next steps

## **The effectiveness of leadership and management of the early years provision**

A safeguarding policy is in place and the childminder has completed training in this area. She is aware of procedures to follow if she has any concerns about the children in her care. There is no risk assessment in place for the home and garden and this is a legal requirement. Parents complete required documentation and consents to keep children safe and all adults living in the home have been checked. The childminder obtains feedback from parents regarding her childminding provision. These evaluations enable her to discuss and implement any improvements required by parents. Parents state that they are happy with the childcare provision and feedback and that their children are more confident. The childminder obtains information from parents when their children commence, however she does not share their learning journey records or discuss their next steps for development with their parents. The childminder has no experience of working in partnership with outside agencies to support children's individual needs, although she is prepared to do this if required. She meets with the leader of the local pre-school and is building a relationship with this setting to provide continuity for the children in her care.

Resources are suitable and children help themselves to toys from the large plastic storage boxes in the living room. The childminder provides a range of toys which are appropriate for the age and stage of those present. She encourages their play by introducing more toys from the boxes and demonstrating how to use them. For example, she shows children how to use the magnetic sketch toy and encourages them to copy patterns and use tools. The childminder states she has some resources which reflect diversity, but they are not available at all times and children do not see themselves reflected in the toys and books available. A number of policies and procedures are in place and the childminder shares these with parents.

The childminder is taking part in a quality assurance programme and is supported by a network coordinator who regularly reviews the childcare provision. Following the last inspection the childminder has not fully implemented the recommendation and therefore the limited improvements have had little impact on the children.

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

Children's development and learning are adequately supported as the childminder

makes regular observations and plans next steps for their learning. The records of development show children make progress and the next steps are used to plan ongoing activities. Most areas of learning are included in the observation records, however creative art and messy activities are omitted. The childminder states that children take part in these activities outside of her home, for example, when attending groups. Children enjoy the toys and activities available to them and benefit from the childminder's interaction. She encourages them to develop skills in communication, language and literacy by demonstrating how to hold a pen and make marks. Children are invited to copy her actions. She talks to children and asks questions when playing with a shape sorter. For example, she asks 'Where is the red hexagon?' and 'this is number one, can you see where it goes?' Children successfully insert the shapes into the box and receive praise and encouragement. They also enjoy operating a robotic toy with press button actions. The childminder demonstrates how to make it move and children copy her actions. They begin to gain some knowledge and understanding of the world when operating this toy. Children develop suitable skills for their future lives.

Children feel safe as the childminder remains with them at all times. They are familiar with the routine and the environment. They join in fire evacuation drills and learn how to keep themselves safe in an emergency. The childminder talks to children about crossing roads safely and stranger danger and uses reins to keep young children safe while walking.

Children learn to take turns and play together. They make friends and begin to understand their own needs as well as those of others. Children want to join in and make choices regarding their activities. They respond well to the expectations of those who work with them and know the routine and what is expected of them.

Children's good health and well-being is promoted through routines and regular outings. The childminder is pro-active in keeping her first aid training up to date. She cleans children's hands before they consume food and offers individual and accessible hand drying towels. Children are encouraged and supported during toilet training. Their independence is also encouraged when they consume their meals which are provided by their parents. Children enjoy healthy snacks of fruit and drinks are replenished as needed. They are active and know the benefits of physical activity because the childminder talks to them about the benefits of fresh air and regular exercise. Children visit local parks and socialise regularly.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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:

- undertake a risk assessment of the premises and equipment at least once a year and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register) 18/05/2012

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 for the compulsory part of the Childcare Register (Suitability and safety of premises and equipment) 18/05/2012