

Inspection report for early years provision

Unique reference number	EY382387
Inspection date	25/04/2012
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 registered in 2008. She lives with her husband and two children aged four years and 15 months in Fetcham, Leatherhead, Surrey. The whole of the childminder's house is used for childminding. There is a garden available for outside play. The family has a cat and chickens.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years; of which, two may be in the early years age range. She is currently caring for one child in this age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development in relation to their starting points. The childminder establishes friendly relationships with parents and this helps to ensure that all children are included and their individual welfare needs met. Most arrangements to promote children's safety are satisfactory but emergency evacuation drills have not been practised with children to make sure they are effective. The childminder has not yet developed partnerships with other professionals involved with children to help promote continuity of care and learning for a child. The childminder demonstrates some capacity for continuous improvement to outcomes for children although she has not developed robust systems for evaluating her provision.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record the details in a fire log book of any problems encountered and how they were resolved
- establish a two-way sharing of relevant information with other providers to help support and extend children's learning and development
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded satisfactorily because the childminder has a sound understanding of child protection issues. She has appropriate procedures in place should any concerns arise, for example, around illness and infection control. The

childminder completes suitable risk assessments to identify hazards. She takes appropriate steps to minimise risk and to help children keep themselves safe. The childminder has a clearly defined procedure in place for the emergency evacuation of the premises. However, she has not carried out the evacuation drill with children to assess and address any problems encountered. The childminder requests all required written parental consents prior to the admission of a child in order to promote their welfare and safety. She has clear and suitable systems in place for the recording and sharing with parents any accidents, incidents and the administration of medication.

The childminder provides a secure environment that reflects children's backgrounds and some sections of the wider community. Resources are sufficient and generally used well to support children's learning and development. Children learn about similarities and differences through their play, books, discussion and age appropriate television programmes.

The childminder forms satisfactory relationships with parents. They are well informed about the way the childminder organises her service through the sharing of written policies and procedures. Daily conversations help keep parents adequately informed about their child's day and encourage some involvement in their child's learning. The childminder is aware of the need to work in partnership with other providers and agencies. However, she has only just started minding and has not yet established effective links with other settings to help promote children's achievements and well-being.

The childminder has access to good resources that enable her to keep up to date with new childcare developments and respond to changes in legislation. She completes the required training such as maintaining her paediatric first aid certificate. Consequently, the childminder demonstrates a satisfactory capacity to bring about further improvement to outcomes for children. However, she has not yet developed a rigorous ongoing process of self-evaluation that can support her in reviewing and improving her provision for children.

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

The childminder has made a positive start to her childminding service. She has a sound knowledge and understanding of the requirements of the Early Years Foundation Stage framework. She provides children with a sufficient range of resources, activities and experiences that meet their individual needs. The childminder is developing the use of observation and assessment in planning for children's next steps in their learning. As a result, children make satisfactory progress towards the early learning goals.

Children demonstrate, through their actions, that they are happy, settled and comfortable in the childminder's care. They have the freedom to explore their environment and enjoy the range of activities available to them that promote independent learning. Children access suitably challenging resources that interest

and engage them. They use their imagination as they participate in role play. Children's communication and language skills are developing. They confidently initiate conversation, ask questions and share their views. Children respond positively to the childminder's suggestions for activities, such as, construction, art and crafts. They learn to manipulate tools, such as a glue stick, and design and make their own creations. Children make their own lunch with the childminder's support. They help to make a pizza by rolling out the ready mixed dough. They choose, chop and add toppings according to their likes and tastes. Children are beginning to develop the habits and behaviour appropriate to good learners. They are beginning to form positive relationships with their friends and an awareness of the need to work together.

Children are beginning to understand about healthy lifestyles. They follow appropriate personal hygiene routines, although sometimes the childminder needs to remind them to wash their hands. Children enjoy engaging in physical play activities, both indoors and out. They learn about healthy eating and making healthy choices. Children are developing a sense of safety. They show they understand and can explain the routine of the day. The childminder establishes close relationships with children and this results in them readily approaching her and seeking help when needed. Children enjoy their time in the setting and are learning appropriate skills to support future learning.

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

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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:	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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