

Inspection report for early years provision

Unique reference number	EY439269
Inspection date	28/05/2012
Inspector	Patricia Edward
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 2011. She lives with her husband and daughter, who is in the early years age range, in Banstead, in Surrey. All areas of the property are used for childminding purposes and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of these may be in the early years age range. She currently minds two children in the early years age group, who attend on a part time basis. The childminder is registered on the Early Years Register and 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.

The childminder meets children's individual needs suitably and they make appropriate progress in their learning and development. However, systems for observations and monitoring children's progress are not yet fully effective. The childminder demonstrates a sound understanding of how to promote equality but there is a lack of resources that reflect diversity. The environment is generally safe although the risk assessment does not include all aspects that need checking. Partnerships with parents are sound although they do not give written consent for outings. The childminder has a sound capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis (Premises, environment and equipment) 18/06/2012

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

- develop further systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child
- provide more resources and activities that help children to become aware of and embrace differences in gender, ethnicity, culture and special educational needs and or physical disabilities
- obtain written parental permission for children to take part in outings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately. The childminder has a satisfactory knowledge and understanding of the procedures to follow should she have a safeguarding concern about a child in her care. She shares her safeguarding procedure with parents so that they understand her responsibilities. The childminder risk assesses her home but her risk assessment does not cover all aspects of the environment that need to be checked. For example, it does not include the garden. This has a limited impact on children since all areas are sufficiently safe. The childminder undertakes regular fire drills with the children which develops their understanding of what to do in the event of an emergency.

The childminder offers a friendly, welcoming service. She shows a sound commitment to driving improvement and has completed the required courses since registration. She has also completed the actions that were set at registration. She has begun to reflect on her practice and has identified some strengths and areas of development.

The childminder provides an appropriate range of resources. She organises her home suitably and makes appropriate use of the time that children attend. As a result children use a satisfactory and varied range of age-appropriate equipment, play resources and outdoor apparatus. Children are treated as individuals as the childminder finds out about their unique backgrounds and needs. However, she has limited resources reflecting positive images of diversity to help children to learn about their local community and the wider world.

Partnerships with parents and carers are satisfactory. The childminder updates parents about their child's care through daily dairies and discussion. Children's work is sent home with the parents to enable them to see what their child has been doing. Parents comment they are happy with the service and they can see the progress their child has made since attending. The childminder shares her policies and procedures with parents so that they understand the day-to-day operation of her service. However, she has not obtained written parental consent for outings. Currently there are no children in the early years age group who attend other early years setting. However, the childminder demonstrates her commitment to working in partnership with these settings in the future in order to support and complement learning and care.

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

Children's care and learning is appropriately supported because the childminder has a satisfactory understanding of child development and of the learning requirements. Children play in an environment where a variety of toys and resources are easily accessible to promote their independence. They are developing close relationships with the childminder and are secure in her care.

Toddlers are cradled as they fall asleep and their individual routines for meals and sleep times are followed as informed by parents. The childminder interacts warmly with children. She sits on the floor, takes an interest in their play and gives them lots of praise and encouragement to promote their learning. Children's communication, language and literacy skills are developing appropriately due to the childminder's support. For example, when a child says 'row, row' the childminder begins to sing the song in full and do the actions with them. The child giggles with delight as they rock back and forth to the actions.

Although the childminder has begun to familiarise herself with the Early Years Foundation Stage, she is not fully confident in using it to identify children's learning and development priorities. She keeps a daily diary of simple observations of what they have done. However, she is not yet using these effectively to plan the next steps in their progression towards the early learning goals. Nonetheless, children are sufficiently supported in their learning through access to an appropriate range of interesting resources and planned activities. As a result they develop appropriate skills for the future. They have some opportunities to develop their knowledge and understanding of the world. For example, they use child-size watering cans to water flowers in the garden

Children's understanding of health and hygiene is fostered adequately as the childminder implements appropriate hand washing routines before meals. She provides healthy snacks such as fresh fruit and cheese which helps children learn about sensible eating. Children can help themselves to fresh drinking water throughout the day to avoid becoming thirsty. The childminder helps children to learn about staying safe. For example, she teaches children about road safety, such as holding hands and waiting for the green man.

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	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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