

Inspection report for early years provision

Unique reference number	118775
Inspection date	20/06/2012
Inspector	Marilyn Peacock

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 was registered in 2003. She lives with her two school age children in Hornchurch, Essex. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of whom three may be in the early years age range. She is currently minding one child in the early years age group on a part-time basis. The child was not present at the time of the inspection. The childminder walks to local schools to take and collect children. The family has two cats, two dogs, two rabbits and a bearded lizard.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an appropriate range of activities inside and outdoors to help children make suitable progress. However, her systems for planning, observation and assessment are not fully developed and, therefore, she does not make best use of this information when planning for each child's individual learning needs. Toys and resources are stored in a haphazard way therefore children are unable to make choices independently. An adequate partnership with parents is in place. Although the childminder recognises that her provision has some weaknesses, she does not implement effective monitoring systems to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the process of self-evaluation in order to identify the setting's strengths and areas requiring further improvement to improve the outcomes for children
- support children's growing independence, with particular regard to organising toys and resources to make them easily accessible to children
- develop systems for observing and assessing children's progress and use this information to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded as the childminder demonstrates a satisfactory knowledge of the signs and symptoms that may be a cause for concern. She understands the importance of reporting any concerns and maintaining a written record of incidents or accidents from home. She makes appropriate risk assessments and minimises hazards with the use of safety gates, socket covers or by the exclusion of specific areas. All outings and trips are also assessed before the childminder takes children out to identify potential risks. The childminder states that she monitors the children's use of the computer closely, making sure she follows the parent's wishes on sites that children can view.

The childminder's home is organised satisfactorily. Some toys and resources are made available before children arrive and they can choose others from the cupboard under the stairs. However, at present this is untidy and it is difficult for children to see what is available and make independent choices. Children have the use of the whole of the downstairs and garden so have plenty of room to play freely and comfortably. Some resources are available which promote positive images of children's backgrounds, religion and traditions. The childminder explains that she shares times of celebration with the children and encourages the older children to help her by talking about their own family traditions.

The childminder has a satisfactory partnership with parents. Many families have been using the childminder's service for a number of years and have a friendly relationship with her. The parents of the younger children are encouraged to talk about their children's experiences, care and welfare needs when they drop their child off at the start of the day. If parents wish, the childminder will provide a daily correspondence diary but she prefers to talk to them personally at the end of the day. The childminder talks to parents about her policies and procedures at the start of the childminding arrangement so that they understand how her service operates. She also uses this time to obtain parental consents for outings and seeking emergency medical advice or treatment.

The childminder explains how she has developed a strong working relationship with the school the children attend. She has also been working with the local pre-school that children attend for a number of years and shares information on the children's learning and development when she collects children. The childminder has yet to introduce effective self-evaluation systems into her daily practice. She has some awareness of the weaknesses in her provision and is aware that she needs to attend training to make sure she is fully aware of the current procedures and changing legislation. However, the lack of self-evaluation and reflective practice means that the quality of the provision has not significantly moved on since the last inspection.

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

The childminder demonstrates an adequate knowledge of the Early Years Foundation Stage which she uses to provide a suitable range of activities and experiences. Discussion shows that these cover the six areas of learning and include lots of opportunities to play outside. These include growing flowering plants and taking responsibility for making sure they are watered regularly. The childminder explains that children also help to care for the rabbits. She explains that she lets children take the lead in activities. She sets out some resources before children arrive but then they can choose whether they want to play inside or outdoors and choose resources which interest them. Displays show that children participate in creative activities creating collages of themselves and their friends from photographs and drawing pictures of their favourite animals. The childminder keeps a written record of activities the children have participated in when in her care and of their care needs that day. She makes informal observations of their progress but does not have systems for identifying the children's next steps in their learning. Therefore, planning is not based around meeting children's individual learning needs. The childminder explains that she does all her preparation before children arrive so that she is available to support children's learning as they play. She says that she talks to children all the time, introducing new vocabulary and encouraging them to think by asking questions as they play.

The childminder explains that she helps the children learn how to behave well, to share and to play together well by being consistent in her approach to behaviour management. She discusses her behaviour management methods with parents. She mostly uses distraction for younger children and uses time out for older children if parents are in agreement. The childminder explains that she provides children with fresh water at all times and snacks of fruit throughout the day. This helps them to learn about healthy eating. The childminder talks about how she follows children's home routines as much as possible to help them settle and feel secure in her care. She helps to ensure children's safety when out walking by risk assessing outings and by teaching children to hold her hand if not using a pushchair. Children also have a safety song which they sing as they walk home to reinforce road safety rules.

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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 20/07/2012
- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 20/07/2012

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 a specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children) 20/07/2012
- take action a specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 20/07/2012