

Inspection report for early years provision

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Inspection date	22/06/2010
Inspector	Lorna Lorraine Hall
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 for more than 15 years. She lives with her husband and two adult children in a three bedroom semi-detached home in Surbiton, Surrey, in the borough of Kingston upon Thames. The provision is easily accessible by local bus and rail. There are parks and schools within easy walking distance. Minded children have access to all of the downstairs, the dining room and lounge. There is direct access to a garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years. Currently there are three children on roll in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Arrangements to safeguard the children are secure and the childminder has attended appropriate training. Children are happy in the childminder's home because there are many opportunities for them to initiate their play. Although the children enjoy their learning, it is unclear whether they make sufficient progress to the expectations of the Early Learning Goals. The childminder is aware of the areas of her service for improvements but has not implemented systems to address these.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the Early Years Foundation Stage to link learning to the expectations of the Early Learning Goals
- develop procedures to follow if a child goes missing or should a parent fail to collect their child at the appointed time
- develop systems to obtain information from parents about their children's capabilities to inform planning and provide parents with information about their children's achievements so they can contribute to their children's learning
- develop systems for self-evaluation to address the areas for improvement.

The effectiveness of leadership and management of the early years provision

Safety of the children is a high priority and the childminder has attended safeguarding training and is fully aware of her responsibility to protect the children from harm. She has comprehensive literature to refer to should she need to report concerns. Through discussions, she identified procedures that she would follow in

the event of allegations being made against any persons with whom the children might come in contact. However, she is less clear about the procedures she would follow if children were not collected at the appointed time or if they went missing. Risk assessments are carried out and a record kept; consequently, appropriate safety devices are fitted. As outings to playgroups and parks are an integral part of the weekly activities, the outdoor environment is also included in the risk assessment.

Records on the children are generally well maintained and easily accessible, and the information parents receive about the childminder's service is in line with requirements. There is a strong emphasis on working in partnership with parents and they are asked to provide information about their children's health and dietary requirements. Flexible settling periods ensure that children are fully settled and have established routines. Parents receive daily information through a daily diary that records information about the children's routines and welfare during the day. However, this information does not generally include information about activities the children were involved in during their day. Rather the childminder states that she discusses the daily activities with the parents and informs them if the children have done something for the first time.

Resources such as furniture are effectively deployed to support the children and promote their independence, for example, child-size tables and chairs and high chairs. The childminder is passionate about the children and keeps up to date with training as a way to ensure improvements. However, she is yet to implement the information gained to ensure better outcomes for the children especially in relation to observation and planning in the Early Years Foundation Stage. Children and families who have additional needs are well supported and the childminder has attended appropriate training.

The childminder has developed links with others such as the local early years team. She regularly meets up with other childminders at playgroups or at their home. This provides an opportunity for the children to learn about their community and promotes their social skills. Although the childminder has identified areas of her service for improvement such as paper work, planning and assessments, she is yet to put systems in place to address them. She is also yet to develop systems to involve parents in the process.

Children are well behaved because the childminder knows them well and ensures they have access to favourite activities. Suitable methods such as 'time out' are used to manage their behaviour.

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

The provision is satisfactory; children are secure and settled in their environment. They make choices and contribute to their learning as they carry learning resources to different areas of the home such as the stairs. Children show persistence; they use their fine motor skills to move different size beads on a complex abacus and fix puzzles.

Children relate well with the childminder who knows them well and is skilled at ensuring they are all involved, while providing an opportunity for children's individual interest. She sits on the floor with them and generally follows their lead which usually results in the children bringing a book for her to read. They contribute to their learning and point to the dining table to indicate that they wish to write or draw. This they do using a range of mark making implements.

Appropriate questions during stories sustain the children's interest; they lift the flap and talk about what they can see. Children attempt to copy adults and repeat the words they can hear. There is a good use of books to enable children to recognise colours. Children problem solve as they press the different buttons on the mix and match activity set. They are confident, clap and laugh as the animals pop up. The organisation of resources enables the children to initiate their play as they sit and build high towers and use play people to extend their play; lots of interaction from the childminder gives them the confidence to add other resources to extend their learning and enjoyment.

The quality of the learning environment both indoors and outdoors promotes equality as all the children have equal access to resources. Outdoors is equally exciting; children play with bikes, rockers, a large play house and a sand and water tray with an umbrella so the children can use it whatever the weather. In the past, children have been involved in planting seeds in the garden and harvesting them.

Children make satisfactory progress but overall too little attention is given to using observations and assessments of what the children are doing in their day to day activities to set appropriate learning targets to the expectations of the early learning goals. Care is also needed to ensure planning is based on the information parents give about their children's capabilities. Planning is flexible as the childminder knows the children and what they like to play with. She provides opportunities to build on their interest. For example, children showed an interest in helicopters so the childminder extended their interest through books and art and craft activities about helicopters. As there are no systems to ensure ongoing observations and assessments and to plan for individual children's learning, it is unclear if learning opportunities offer sufficient challenge for all the children. For example, after much prompting the childminder was able to briefly explain what she thought the children gained from visits to the children centres.

Children learn about safety and they are involved in regular fire drills and the childminder ensures she has essential items nearby should she need to leave the premises in a hurry. She also ensures she carries the children's contact details on outings. Children are safely transported in the childminder's car and she ensures car seats are properly fitted. In addition those children who use a push chair are firmly strapped in. Risk assessments are carried out on outings such as play groups to ensure they are appropriate for the age and development of the children. Systems are in place to ensure the home is safe; consequently, some safety devices such as a stair gate and fire detectors are fitted.

Children adopt healthy lifestyles; they wash their hands after play outside. The childminder has a sound understanding about the procedures should she need to

administer any medication to the children or seek emergency medical treatment. Parents receive information about the care and exclusion of children who are ill.

Children have access to water or fruit juice during the session and confidently indicate to the childminder that their cup is empty. They enjoy healthy and nutritious meals.

Every day the children have the opportunity to enjoy the fresh air, running around or climbing on playground equipment. Suitable arrangements are in place to ensure children have a sleep.

Children develop skills for the future as they learn about the different seasons and look at books and play resources which depict positive images of diversity.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	2

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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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