

Inspection report for early years provision

Unique reference number	EY308949
Inspection date	28/10/2009
Inspector	June Fielden
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2005. She works from the home of her friend, who lives with her husband and two children aged eight and 17 in Epsom, Surrey, close to shops, parks and schools. The playroom, living room, kitchen and downstairs toilet are used for childminding, and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group, most of whom attend part-time. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and cares for children aged up to eight years. The household have a pet dog.

The childminder collects children from local schools and regularly attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a friendly, inclusive environment for children. She has a good knowledge of their family and home circumstances and effectively meets children's welfare and development needs. She has a successful relationship with parents, and understands the benefits of working in partnership with others involved in children's care. Consequently, children make good progress in their learning. The childminder is aware of her strengths and areas for further development. There is a breach of a specific welfare requirement relating to safeguarding, but this does not have a significant impact on the provision.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before administering medication to children, to ensure their welfare (Promoting good health) (also applies to both parts of the Childcare Register) 11/11/2009

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

- ensure that everything which children come into contact with is included in the risk assessment, including the mirror in the hallway, to maintain their safety

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her legal duties and responsibilities with regard to child protection issues, and has recently attended safeguarding training. Her effective partnership with parents ensures that information is regularly exchanged with them, to further assist in protecting children from harm. The childminder conducts and reviews risk assessments for her home and the outings she takes children on. Through discussion and the resources she provides the childminder effectively promotes children's understanding of their individual differences. She has a good knowledge of how to support the wellbeing and learning of children with special educational needs and/or disabilities, and those with English as an additional language. The childminder efficiently liaises with others providing care for the children she minds.

The childminder has attended a wide range of courses since her last inspection, in order to update her knowledge and improve outcomes for children, showing her commitment to continually striving to improve her practice. The toys and equipment are well organised, and there is plenty of space for children to move around freely. The childminder raises children's awareness of recycling and how they can grow plants from seeds. Through self-evaluation the childminder effectively identifies the strong points of her practice. She believes that these include providing a homely environment for children and regularly taking them on outings, to make them aware of the world around them. Also, she feels that both children and parents are happy with her arrangements, as she tries to be as flexible as possible, offering to extend her hours to accommodate them. The childminder has put in place all the improvements recommended at her last inspection. These include ensuring that a fire blanket is easily accessible in the kitchen and that children are familiar with, and practise her emergency escape procedures.

Parents receive comprehensive information about all aspects of the childminder's setting and their child's progress. If parent's wish, the childminder completes detailed daily diaries for them. She also communicates with them each day when children arrive and depart, and parents are provided with a copy of her policies and procedures. The childminder seeks and acts upon parents opinions about her setting. Recent letters from current parents show that they are pleased with the care their child receives and are positive about the childminder's interaction with them and how she ensures that children meet with others of a similar age. The childminder communicates effectively with others providing care for the children she minds. She helps prepare children for school by taking them with her when she is collecting older children, or attending special events at the schools, such as Harvest Festival.

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

Children participate in activities that cover all areas of learning. The childminder makes regular observations of children. Her observations include the areas of learning covered by the activity and the child's next steps in learning. Children's development records also contain photographs of them engaged in the different tasks. The childminder generally works individually with children on the next stage in their development. Her weekly routine includes visits to different groups to enable children to socialise and experience a wide range of activities. The childminder's planning provides opportunities for children to engage in a good balance of adult led and child initiated tasks. She develops children's understanding of counting during everyday activities, such as counting the number of playing pieces in the games they are using. The childminder shares books with children, and talks to them about what is happening in the pictures, developing their language skills. Children are taken to parks to exercise and regularly visit places of interest, such as museums, to find out about the world around them. Children use dressing-up clothes from other cultures, and the childminder celebrates festivals such as Diwali and Chinese New Year with them, planning art activities linked to these occasions.

Children are happy, relaxed and confident in the childminder's presence. They ask her for the resources they require and engage her in conversation. The childminder talks to children about how to behave on outings, to ensure that they act in a safe manner. Many effective measures are in place to ensure children's safety, such as catches on kitchen cupboards, and a fire guard in the living room. Although there is currently a large mirror in the hallway that is accessible to children. Children are provided with healthy options at meal times, and water is available to them at all times to ensure they are not thirsty. The childminder records all accidents and medication given to children. However, on one occasion she omitted to obtain prior written permission from the parent before administering medication, but had been given verbal permission at the start of the day, and called the parent to confirm their instructions. The childminder uses effective strategies with children to promote good behaviour. She reasons with children and teaches them to take turns and to share. As a result, children generally respond well to the childminder's requests. Electronic toys and a child's computer are available to children to develop their understanding of information technology. The childminder lets children think for themselves, encouraging them to solve their own problems, such as fitting the pieces of the toy railway track together.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- take action as specified in the early years section of the report (Promoting good health) 11/11/2009

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 in the early years section of the report (Promoting good health) 11/11/2009