

Inspection report for early years provision

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Inspection date	25/05/2012
Inspector	Susan McCourt
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in Croydon, Surrey. The bungalow is close to local schools, shops and transport links. The whole of the home is used for childminding, with the exception of the master bedroom. There is a fully enclosed garden for outdoor play.

The childminder may care for a maximum of six children at any one time, three of whom may be in the early years age group. She currently cares for two children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder takes appropriate steps to meet the individual needs of children and builds strong relationships with parents. She has created a suitable learning environment indoors but there are insufficient resources available for outdoor play. The childminder has no record of her risk assessment and there are weaknesses in the organisation of other paperwork. The childminder and her assistant make suitable improvements to their provision for the benefit of children. Therefore the childminder has a satisfactory 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:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 15/06/2012

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

- improve the outdoor learning environment by providing a range of resources across the curriculum
- improve the organisation of documents in order to have easy access to essential numbers and information, with particular regard to safeguarding.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of how to safeguard children's welfare. All adults in the house have been checked as to their suitability. The assistant has also undergone appropriate checks. The childminder has a child protection procedure and would refer any concerns about a child's welfare. However, the contact details for children's services are difficult to find due to weaknesses in the organization of documents. The childminder maintains her home to provide a safe place for children to play. However, she does not have a record of the risk assessment which is a breach of requirements. Other documents which underpin children's welfare are suitably maintained. The childminder has addressed the recommendations made at the last inspection and is generally receptive to ideas on how to improve. The childminder and her assistant are committed to providing a loving and affectionate home from home for minded children. They work together to provide a sound standard of care. The childminder and assistant attend occasional short courses to maintain their knowledge and understanding of childcare.

The childminder has an adequate range of resources which provide appropriate activities for children, particularly indoors. The provision outside has insufficient choice of engaging activities. As a result, children's outdoor play is limited to physical activities and does not support the whole curriculum. The childminder and assistant supervise children closely and are always on hand. The childminder understands children's home cultures and backgrounds and meets their individual needs appropriately. She has an anti-discriminatory approach and teaches children to value and respect each other. The childminder is aware that children's different learning styles affect their achievements and has suitable strategies to address this. The childminder works closely with parents and seeks their views about the care she provides. She takes good account of their wishes, limiting children's play with game consoles for example. The childminder writes a regular record of children's achievements which she gives to parents. Along with the daily verbal feedback this gives parents a strong picture of how their child is progressing. In this way, children benefit from consistent care. The childminder works with the school to support the coherent care of the child. She shares information to support the children's learning at home and complement school activities. For example, she is aware of the literacy and numeracy work done in the school, and provides similar activities to enhance learning.

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

The childminder creates an appropriate learning environment and children can make choices about what to play. They move freely between activities and can also move between the home and garden as they choose. The childminder includes regular outings to play parks, the zoo and other places of interest. The childminder has a sound understanding of the Early Years Foundation Stage and

understands the needs of each child in her care. She is aware of their learning styles and interests and makes suitable plans to provide appropriate activities. Children make satisfactory progress as a result.

Children are secure and confidently separate from their parents. They clearly feel content and enjoy frequent cuddles and affection. Children can follow their own routines of when to sleep and as a result they feel very much at home. Children have good opportunities to enjoy a healthy lifestyle. Snacks and meals are nutritious and children have easy access to drinking water. Children learn good hygiene habits as the childminder has well-established routines. Children show great pleasure in developing their physical skills and enjoy a good range of physical activities in the fresh air.

Children have easy access to activities which promote early writing such as painting, chalking and drawing. They learn to recognize significant letters and words as they play with children's educational laptop toys. They learn about the wider world by visiting different local amenities. However, the lack of resources available for outdoor play limits their sensory and exploratory play, especially of the natural environment. Children are well-behaved. They respond well to the childminder's clear and firm house rules, which demonstrate that children know what is expected of them. Children learn to cooperate in play and are happy to take turns with toys. For example, they roll and throw a ball to the childminder and assistant. Children are curious and generally confident, which overall gives them satisfactory skills for the future.

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	2

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	2
The extent to which children make a positive contribution	2
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:

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and; immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks. (Suitability and Safety of Premises and Equipment) (also applies to the voluntary Childcare Register) 15/06/2012

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 as specified for the compulsory part of the Childcare Register. (Suitability and Safety of Premises and Equipment) 15/06/2012