

Inspection report for early years provision

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Inspection date	15/09/2009
Inspector	Joanna Scott
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 was registered in 2008. She lives with her husband, who sometimes works as her assistant, and her two children aged two and five years. The childminder was not working with her assistant at the inspection. The childminder generally works with her assistant when her numbers increase, and he is not left in sole charge. The family live in a residential area of Kingston upon Thames, Surrey. Children mainly use the sitting room and dining room on the ground floor, and the playroom upstairs. There are toilet facilities on the ground and first floor. Children use the playroom to sleep if required. There is a fully enclosed garden available for outside play. Local parks, shops and schools are within walking distance. When working alone the childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. When working with her assistant they may care for five children under eight, all of whom may be in the early years age range. She is currently caring for three children in the early years age range, all of whom attend on a part-time basis. She offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are settled in this warm and welcoming environment. They enjoy a good mix of activities and are making good progress in their learning and development. The childminder knows each of the children well, and ensures their welfare needs are met, although some records of risk assessment are not in place. She has started to use self-evaluation to identify her main strengths and areas for further development, although this does not yet cover all areas.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments of the premises so that it includes information on who conducted it, date of review and any action taken following a review or incident; ensure it takes account of the safe storage of any laundry detergents (Suitable premises, environment and equipment)
- 09/10/2009

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

- extend the use of self-evaluation to ensure it drives ongoing development

across all areas, for example in relation to any systems used to track children's progress, and continue to address those areas already identified for further development such as reviewing policy documents

- clarify the detail in the written parental permission to leave children in the care of others, to ensure it is clear that it relates to emergency situations only and not to the assistant having sole charge of children.

The effectiveness of leadership and management of the early years provision

The childminder is enthusiastic about her service and has started to use self-evaluation as a tool to drive her own development. For example, she has rearranged her garden to provide space to develop a growing area, and has identified that her policy documents need review and has plans to do this. She maintains appropriate records and parental permissions, although these sometimes lack clarity. For example, permission to leave minded children in the care of her assistant or another adult only apply in an emergency situation, as her assistant is not suitably qualified in first aid to allow him to have sole charge. The childminder has a good understanding of safeguarding and her responsibilities regarding child protection, and provides parents with written information about this.

The childminder organises her space and resources very well. She has no written systems for planning, but she mentally prepares a mix of adult led activities and opportunities for child initiated play, taking each child's interests into account. She provides large boards for children's art work to be displayed, as well as displaying information for parents. Toys are stored at low level and are readily accessible, particularly well so in the playroom. Generally the childminder risk assesses very well. She uses socket covers and has stair gates accessible when needed. She uses hooks on doors so that children are prevented from accessing some areas on their own, such as the family bathroom and office. However, some laundry detergent is stored at low level in the kitchen where children have free access. The childminder has developed systems to record risk assessments for outings, however, she does not have one in place for her premises which does not meet the welfare requirements of the Early Years Foundation Stage. Mostly she considers the environment children are in and how that impacts on the safety very well, for example, when visiting crowded public places she provides a florescent tabard for children to wear with her mobile number on, this makes them easily visible.

The childminder has good relationships with parents. Through discussion they say that her verbal exchanges and use of daily message books is effective in sharing information, for example, what children achieve and enjoy as time passes and their interests change. They say they are impressed that the childminder has such a good understanding of each child individually. The childminder has been proactive in seeking parental views, with feedback being very positive about the service she provides. The childminder is starting to build on partnerships more widely, for example, for those who are just starting school and nursery she has established links with key staff so that they can share information to support children's learning across the areas of learning.

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

The children are happy and meaningfully engaged in their play. For example, children happily role play being in the office, they tap at a key board, press numbers on the calculator and mark make letters for their friends which they write their name on. Their play evolves into 'shops', they pick up a small box and then operate a toy till and they handle the money, giving coins as change. The childminder is observant as they play, she notices a child shake the box and listen to the noise of the contents moving around. She suggests they find the musical instruments, and this leads to children selecting shakers and creating a rhythm which then accompanies their singing. The children are confident and feel secure. The childminder is consistent, encouraging and caring. Children are able to make independent choices about their play from a very good range which is stored at low level.

The children enjoy daily opportunities to be active and the childminder ensures they promote their learning in the outside environment. For example, she provides activities such as coloured water play and lentils in a tray, and children learn about density and volume as they fill different containers. The childminder monitors children's progress. She uses photographs to record children's achievements, and keeps written observations to identify what they can do and what activities will promote next steps. For those attending regularly these are plentiful, although they do not include a tracking system to easily identify any gaps across each of the areas of learning.

Young children develop a good understanding of independent self-care skills. The childminder talks to them about personal routines and makes them fun. For example, a child uses the bathroom and sings to the childminder about washing the germs away with the soap, and the childminder sings back praising them and reminding them to dry their hands. This helps children learn good habits for school where they need to be more independent. A lidded jug of water is accessible to children to enable them to recognise their own needs and drink when thirsty. They are learning about road safety through discussion when out walking with the childminder, and through playing a road safety game at the setting. The childminder is skilled at promoting language with the children, and encouraging children to talk and listen to each other. This is particularly successfully used to help children share and take turns, and think about each others feelings. Children behave very well.

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
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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	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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