

## Inspection report for early years provision

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<b>Unique reference number</b>	EY294703
<b>Inspection date</b>	16/01/2009
<b>Inspector</b>	Joanna Scott
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the childminding

The childminder was registered in 2005. She lives with her two year old child in Send, a village near Woking in Surrey. The childminder mainly uses the playroom and reception room for childminding, with sleeping and toileting facilities provided on both floors. There is a fully enclosed garden for outdoor play. The childminder is registered to care for five children. She is currently caring for five children in the early years age group, of whom four attend on a part-time basis. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder drives to a local pre-school group to take and collect children, and visits local parks and other areas of interest.

## Overall effectiveness of the early years provision

The children are settled and play happily in a welcoming environment. The childminder and children enjoy warm relationships, which helps each child feel included. The childminder has a limited understanding of the requirements of the Early Years Foundation Stage (EYFS), however she is knowledgeable about child development and learning through play, and therefore children are making progress in their learning. The childminder has started to implement a system for self-evaluation with a view to driving continuous improvement.

## What steps need to be taken to improve provision further?

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

- update knowledge and understanding of the requirements of the Early Years Foundation Stage and implement it fully in the planning and assessment systems to improve children's progress, and share any records with parents
- further develop the existing systems used for evaluation to better identify strengths and weaknesses, and drive forward continuous improvement
- ensure all issues identified in your risk assessment are addressed, for instance access to low level glass and a damaged vent cover in the garden, and access to a chest freezer and an unfitted door in the house

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

- ensure that you notify Ofsted of any significant changes such as people aged 16 or over living and/or working on the premises, and show how access to minded children will be managed until suitability checks are completed (Suitable people)

06/02/2009

## **The leadership and management of the early years provision**

The childminder enjoys her time with the children. She is knowledgeable about child development, although she has not kept fully up to date with the introduction of the EYFS. She has identified this as an area for improvement. She has started to plan ahead in relation to the service she provides, however, she has not completed the necessary forms and checks needed before an adult member of her family has joined her provision, and this does not meet the requirements. The impact of this is minimal as she supervises any visitors to her home.

The childminder shares information with parents on a verbal basis. She has also implemented a home/setting diary as an additional form of communication. Sometimes information about children's learning and development is shared this way. She maintains the necessary records and documentation she is required to have in place, and has completed the compulsory first aid training. She has a written set of policies and procedures which are shared with parents. She has her own system for evaluation which includes a risk assessment, however, some issues are still to be addressed. Her evaluation is not sufficiently broad to fully help her to identify her own strengths and weaknesses across all areas of her provision, so does not maximise the drive for continuous improvement.

## **The quality and standards of the early years provision**

The children are settled and play happily in this welcoming environment. The dedicated play room is attractively presented and well laid out to ensure that children can move around freely and make choices about what they do by accessing their own toys. They develop independence as they hang their coats and bags on the low level pegs by the door. The children particularly enjoy the opportunities provided which promote their physical skills inside, for example the use of ride on toys and a low level slide. The childminder provides a mix of child-initiated and adult-led play. Sometimes she provides materials which facilitate play and exploration, such as shaving foam and corn flour. The childminder talks to the children about shapes and colours as they mark make, and this extends their learning. They enjoy a warm relationship with the childminder who is friendly and encouraging.

The childminder implements regular routines which promote children's health, for example using anti-bacterial spray to clean the table before eating, and wearing disposable gloves to change nappies. The children learn to wash their hands at key times through discussion with the childminder when she accompanies them to the bathroom. However, they currently share one towel which does not offer the best protection from the spread of illness. The children enjoy healthy snacks and the childminder ensures that a jug of water is visible so that children learn to recognise their own needs. They are starting to learn about safety because the childminder talks to them about road safety when they are out and about in the community. They also understand the rules about using the garden, that they must stay within the area by the playroom, however, some identified risks need to be addressed to fully protect children.

The children behave well. The childminder is consistent and children understand the house rules and her expectations. Her positive interaction with the children helps them feel secure. The childminder sometimes plans activities to help children learn about the wider world, for example following a theme about China.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.