

Inspection report for early years provision

Unique reference number	EY388565
Inspection date	04/03/2010
Inspector	Mandy Gannon

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives with her partner and two children aged five and one years old in Camberley, Surrey. The whole of the childminder's house is used for childminding although care mainly takes place on the ground floor with access to a downstairs toilet; sleeping facilities are on the first floor. Children's outdoor play is provided by daily walks and visits to local parks and play areas as the garden is currently not registered for use.

The childminder is registered to care for four children at any one time; two of these may be on the Early Years Register. She is also registered on the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll. The childminder has one dog that is kept separate from minded children. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and involved in the setting; they independently access a variety of suitable toys and resources which are stored in the dedicated play room. The childminder is aware of the areas of learning and has some understanding of the Early Years Foundation Stage. However, observations and assessments are basic and are not sufficiently in place to support the planning of activities and identification of the next steps in children's learning. Overall, children are cared for in a safe environment, although not all necessary requirements are not in place.

What steps need to be taken to improve provision further?

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

- carry out full risk assessments for each type of outing and review the assessment before embarking on each specific outing (Safeguarding and promoting children's welfare) 18/03/2010

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

- develop further knowledge and understanding of Early Years Foundation Stage
- develop further the system for carrying out observational assessment in order to meet children's individual needs and plan the next stage in their development
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are generally safeguarded as the childminder has an understanding how to keep them safe. She has a written safeguarding policy and has a clear understanding of procedures to follow. Robust procedures are in place to ensure that unvetted persons are never left alone with children and the childminder is in the process of ensuring that regular visitors to her premises are checked. Risk assessments are carried out within the property, although the childminder has not completed risk assessments for outings. This is a breach of requirements.

The childminder has completed her self-evaluation on line and described her setting. However, she has not sufficiently identified areas for further improvement as she has only very recently begun childminding. She has a realistic understanding that there are areas for further development and training.

Children develop their understanding of diversity and the wider world through resources and the childminder's family, who are English and Chinese. They benefit as they have regular opportunities to socialise outside of the home, for example, through visits to the local children's centre. Children have sufficient space to explore and freely move around the large play room, which is warm and welcoming. They confidently access toys and resources from clearly labelled cupboards, promoting their independence and their ability to make choices and decisions.

The childminder has initiated relationships with the parents and gathered information prior to children starting, which was only a few weeks ago. Systems for observations, assessments and sharing of children's progress are not yet fully in place. Policies and procedures have been shared with parents. Partnerships with other early years providers have not yet been fully developed.

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

Children have only recently started to attend the setting. They are happy, settled and at ease, and are actively involved and interested in activities. Children are offered a range of activities and experiences that support their development. The childminder is aware of the areas of learning and how children learn. During activities she asks open ended questions, encouraging children to develop their understanding. She is currently developing her observations and assessments in order to meet children's individual needs and plan for the next stage in their development.

Children enjoy free play and actively participate in role play; they make food using the microwave and care for the baby dolls. They enjoy music and play instruments, confidently access compact discs and use resources to put on music to dance to. Children participate in a variety of craft activities, exploring a range of media and proudly showing their achievements. They develop a sense of belonging as their

work is displayed on the wall.

Children feel safe and secure in the setting as they are aware of the familiar routine and have positive relationships with their peers and the childminder. They are well behaved and respond to the childminder's expectations as she reminds them to sit still when they eating. Children are kind and caring to one another and take turns, sharing toys and resources. They are protected as fire detection equipment, such as smoke alarms and a fire blanket, are in place. However, regular evacuation drills have not been practised and therefore children are not aware of the procedures to follow should there be a need to evacuate the premises.

Children develop an understanding of a healthy lifestyle as they are developing their self-care skills. They mostly know to wash their hands before meals and snacks, using individual towels to dry their hands in order to minimise cross-infection. Dietary needs are met and a balanced menu is available, although the childminder has not yet notified the local environmental health agency of her food preparation. Children freely access fresh drinking water throughout the day to ensure that they remain hydrated and the childminder reminds them to drink frequently.

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	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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: Met

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