

Inspection report for early years provision

Unique reference number	304103
Inspection date	10/09/2008
Inspector	Rachel Ruth Britten
Type of setting	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 has been registered since 1989. She lives with her two adult children, one of whom is also a registered childminder on the premises. They live in a house in a residential part of Nantwich town. The childminder is registered to care for children on the early years register and the childcare register. There are three children currently on roll, aged between two and ten years, two of whom were present during the inspection. Other children attending are on the roll of the daughter childminder. Minded children have access to all of the house except the upstairs bedrooms and there is a secure rear garden for outside play. There are no children currently attending who have learning difficulties or disabilities, or who speak English as an additional language. There are two pet cats and a rabbit on the premises.

The childminder makes links with local nurseries, schools and children's centres as appropriate for children in the early years age range.

Overall effectiveness of the early years provision

The childminder's knowledge of each child and her high level of commitment to them ensures that each one's welfare and learning is very well supported. She successfully includes each child and provides diverse activities which both enthuse them and help them to consider the others around them. The uniqueness of each child is understood and information about their starting points and individual needs is assessed by the childminder and used in conjunction with advice and information from parents and other providers of childcare. This ensures that the childminder's provision of care and education for each child is consistent and appropriate. The childminder understands her weaknesses and takes effective steps to improve so that children's safety and well-being are consistently prioritised.

What steps need to be taken to improve provision further?

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

- make use of self-evaluation to build upon strengths and minimise weaknesses
- make systematic observations of individual children which are matched to the expectations of the early learning goals and use them to plan relevant and motivating learning experiences for each child.

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

- clarify written consents for medication to include parent signatures and ensure that daily register records and risk assessments fully meet specific legal requirements and are used to promote the efficient management of the setting.

10/10/2008

The leadership and management of the early years provision

The childminder organises her daily routines and the play resources very effectively to include and safeguard each child in attendance. For example, she involves children in daily routine tasks, such as simple food preparation, self-care and tidying up, allowing ample time, ensuring a safe environment, and giving explanation, support and encouragement. Similarly she has greatly improved the play space and organisation of resources so that children know what there is to play with and can easily choose, set up and put away toys and games. In these ways the childminder very effectively promotes children's early independence, initiative and their ability to share and work together.

The childminder takes effective steps to continuously improve following inspections, including keeping behaviour incident records and completing risk assessments to assure the safety of the home and garden. She continues to regularly attend relevant childminder training courses and seeks out websites and childminder drop-ins for advice and support in best practice. However, she does not always document the steps she takes to remove or minimise risks and has not yet put her risk assessments for outings in writing.

Links with parents are open, warm and successful in promoting integrated care and education of the children attending. The childminder gives good initial written information about the service and her policies and procedures. She gains all appropriate details about children to ensure that there is good consistency of care. This includes informing parents about her new responsibilities and gaining their consent to observe, assess and plan for each child's inclusion and progress in learning and development. The childminder also passes on details about the topics and learning programmes being undertaken by other child care providers for their child. Very positive written feedback from parents is available, indicating that parents are well informed about their child's progress and are supported in continuing this at home.

The childminder prioritises each child's individual development and welfare through playing alongside them and she has started observing, assessing and recording their progress. She has an in depth knowledge of each one's stage of development and individual needs. However, she has not yet evaluated her own practice in writing or checked her procedures to make sure that they fully meet the welfare requirements of the EYFS. As a result, there are minor weaknesses in some documentation. For example, the daily attendance register was not completed on the day of the inspection and the written instructions from parents for medication are not all signed by them. Nevertheless, these weaknesses have not had an adverse impact upon children.

The quality and standards of the early years provision

The childminder supports children's learning and development with skill and commitment so that they are making good progress towards all the early learning

goals. Children are enthusiastic both in their play and in their involvement in the daily routine because the childminder carefully and warmly gives them choices, guidance and help to achieve as much as they can for themselves. For example, two-year-olds construct a bridge and adapt it to make a garage for cars of different sizes before changing it again to become fields for the model animals. The childminder asks questions and encourages conversation which are tailored to what she knows each child is able to understand and what they need to learn in order to progress. As a result, children are making very good progress in their communication and language and in their creative and problem solving skills. These areas are key features that will contribute to their future economic well-being as well as their enjoyment and achievement at present.

The childminder provides a very varied and stimulating play environment and activities which are conducive to learning and enjoyment. She demonstrates well how resources can be used in various ways to link the six areas of learning but also allows plenty of time for a balance of child-initiated activities too. For example, children are led by the childminder to use the coloured beanbags to practise their throwing and coordination skills and also their problem solving as they share the bags between themselves fairly and talk about the different colours. Later they choose to get out the animal figures and cars to make up their own individual games. The childminder allows two-year-olds to create their own imaginary scenarios and takes opportunities to relate their ideas to real life and how things work so that children's knowledge and understanding of the world is built upon. Similarly, she steps in when children are having a small dispute over the cars, reminding them about taking turns and compromising. As a result of her input, children behave very well and show highly developed personal and emotional development as they share, work together and happily tidy and sweep up without prompting.

Plans for each child are not systematically written, but the childminder observes children and knows each one's individual needs and stage of development. She remembers their starting points when she first had them and is thrilled to see them progress because of the challenging learning experiences that she provides and matches to each one's needs. The good quality communications between parents and the childminder help children to consolidate and make sense of their world because all the adults share information about key events and the children's progress. A particular strength is the childminder's focus upon play activities and real experiences which are tailored to develop an early understanding of diverse cultures, disabilities and people in need. The childminder places importance on learning respect and consideration for all adults and peers and as a result, young children show high levels of insight and consideration for their ages. They are helpful, can share and compromise and can say sorry spontaneously if they have caused any hurt.

The childminder assures children's safety and well-being because she is vigilant, attentive and talks to children about how to stay safe and healthy throughout the routines of the day. Children eat healthy foods which they talk about and help to prepare and they can easily access their drinks at all times. Frequent local outings are well used to teach children about safety on the roads and 'stranger danger'. Activities, resources and real experiences enable children to enjoy active lifestyles,

care for the environment and learn about nature and good social behaviour. There are regular appropriate social opportunities with other children at leisure facilities, toddler groups and childminder groups. In addition, children are given a good insight into the wider community and an appreciation of the needs and roles of others through visits to relevant local places, such as the children's centre, library and fire station.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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:	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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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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

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.