

Inspection report for early years provision

Unique reference number	314777
Inspection date	25/03/2009
Inspector	Joan Isabel Madden
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 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 2000. She lives with her husband and three daughters, two of whom are over 16 years and the youngest is 10 years. They live in a house in Warrington, close to the town centre. The conservatory, playroom, kitchen, dining room and toilet facilities on the ground floor are used for minding children. There is a fully enclosed garden available for outside play. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time on the Early Years Register and on the compulsory part of the Childcare Register. She is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently four children on roll aged from 16 months to nine years. They attend on a part-time basis. The childminder takes and collects children from the local school and attends toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder offers an inclusive service by ensuring every child is supported appropriately. Children are suitably cared for and feel welcome and valued. They make satisfactory progress in their learning and development. Although the childminder has begun the process of self-evaluation it does not effectively identify all the areas for improvement. She has a positive partnership with parents who are very happy with the service she provides.

What steps need to be taken to improve provision further?

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

- secure knowledge and understanding of the learning and development requirements for the Early Years Foundation Stage
- link the activities provided and assessments of the children to the six areas of learning to ensure children are making progress in all areas of learning
- develop children's awareness of a range of healthy practices, in particular, the benefits of drinking fresh water
- follow the guidance set out in the publication 'What to do if you are worried a child is being abused' for safeguarding.

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

- ensure hazards relating to water features and standing water, building materials and drains are eliminated and carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare)

20/05/2009

- include in documentation the date of birth of each child on roll, a written record of any complaint and gain written permission to seek emergency medical treatment (Documentation).

20/05/2009

The leadership and management of the early years provision

The childminder provides an environment for children where they feel secure, happy and settled. However, she has not met a number of requirements. The childminder is familiar with issues of child protection and procedures to safeguard children from abuse or neglect. However, she is not aware of the guidance set out in the publication 'What to do if you are worried a children is being abused'. The childminder has comprehensive risk assessments in place for indoors and outdoors. However, she does not carry out full risk assessments for each type of outing. The childminder maintains records relating to her childcare, however, some gaps in documentation have been identified.

The childminder has begun the process of self-evaluation and appreciates how it can contribute to continuous improvement. It does not effectively identify all aspects for improvement. At the last inspection the provider was required to make improvements in safety and equal opportunities. Reasonable progress has been made overall and the childminder has built up her resources to promote positive images of the wider world. However, the issue relating to safety has not been fully met.

The childminder recognises the importance of working in partnership with parents. Parents write very highly of the provision. They believe there is a two-way flow of information and feel well informed. The childminder provides parents with daily feedback on their child's day and achievements. From these discussions they identify the next steps in the children's learning and development.

The quality and standards of the early years provision

The childminder understands the conditions of her registration and is working within the requirements. The children are welcomed into a clean and friendly environment where there is sufficient space indoors and outdoors for movement and activities to be spread out. The downstairs toilet helps to promote the children's self-help skills. Children are closely supervised and high priority is put on children's safety in relation to fire prevention and procedures to follow in the event of an emergency. The childminder ensures that children are safely transported in the car by meeting the legal requirements for restraints. However, safety issues have been identified relating to water features and standing water, building materials and uncovered drains. The children are treated appropriately for minor injuries as the childminder is suitably qualified in first aid and has a fully stocked first aid box. The childminder has a good understanding of how to provide nutritious food. The children enjoy toast for breakfast and fruit for snack. The childminder takes into account the children's dietary needs and ensures these are

met. Fresh drinking water is available to children but insufficient emphasis is put on promoting children's awareness of the benefits of drinking it. The childminder has a sound understanding of how to promote sensible hygiene practices; the children are learning to wash their hands at appropriate times throughout the day and to wipe their noses when required. There is an acceptable nappy changing procedure in place. Children benefit from playing regularly in the garden where there is equipment to promote a range of skills. The children also enjoy outings to parks, open spaces and other local recreational facilities. On outings, children become aware of their own safety as they learn about the potential dangers of the roads. Children learning to walk are given plenty of opportunity to practise this in a controlled environment.

The provider is an experienced childminder who has built up a reasonable understanding of how children learn and develop. She understands the importance of play. She intuitively provides them with a suitable range of worthwhile activities that cover the six areas of learning. The children's learning is appropriately supported through encouragement, praise and role modelling. Routines include a balance of child-initiated and adult-led activities. However, the childminder's knowledge of the learning and development requirements is insecure and she lacks skills and knowledge in how to plan and assess. As a result, she is unable to demonstrate the breadth, depth and consistency of how each area of learning is covered. Consequently, there is insufficient emphasis on certain aspects of the curriculum at times.

Children are building up positive relationships with the childminder, helping them to feel secure and safe. They confidently approach her to express their needs. There is a reasonable range of resources that children are able to access quickly and easily. The childminder appropriately supports the children during activities to promote inclusion. For example, as the children play a magnetic fishing game, she guides the younger child's hand to demonstrate how to catch the frogs. As they take part, they learn about taking turns and negotiating. During table top activities the children sit around the table on appropriate furniture, enabling them both to take part and also to eat together. Children are beginning to play independently and as they take part in role play, using cooking utensils, they are encouraged to share. The childminder is a positive role model who remains calm and positive at all times. The children respond well to this and are well-behaved. The children's communication, language and literacy skills are developing well. Older children are beginning to understand that print carries meaning as they name letter sounds and attempt to write words. They enjoy listening to stories, songs and rhymes.

Children take part in activities where they are introduced to mathematical thinking and positional language. For example, as they complete a card they are asked questions such as 'How many flowers are there now?' and when another is added they count again and begin to understand the concept of addition. Children spontaneously count to 10 and name colours and shapes as they play. By completing inset puzzles the children are learning about spatial awareness and to recognise shapes. Children explore different materials as they model with play dough and create collages. They engage in role play and small world play, helping them to develop their language and imagination. The childminder capitalises on unplanned opportunities to extend children's knowledge and understanding of the

world. They observe insects and birds in the garden and when the bin men arrive she explains what they are doing and the reason for different coloured bins. The children enjoy visits to the nature area close by to observe the herons.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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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:

- keep and implement a written statement of procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (CR2) (also applies to the voluntary part of the Childcare Register) 20/05/2009
- put in place a written statement of procedures to be followed in relation to written complaints and keep a written record, for a period of two years, of these complaints including the outcome of the investigation and the action the provider took in response (CR7) (also applies to the voluntary part of the Childcare Register) 20/05/2009
- ensure hazards relating to water features and standing water, building materials and drains are eliminated (CR5) (also applies to the voluntary part of the Childcare Register) 20/05/2009
- include in documentation the date of birth of each child on roll (CR8)(also applies to the voluntary part of the Childcare Register). 20/05/2009

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 in the compulsory Childcare Register section CR2,CR5,CR7,CR8. 15/04/2009