

## Inspection report for early years provision

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<b>Unique reference number</b>	EY136541
<b>Inspection date</b>	05/02/2009
<b>Inspector</b>	Susan Patricia Birkenhead
<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 2002. She lives with her two children ages 16 and seven years. The family live in the Penketh area of Warrington. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a secure garden available for outdoor play.

This provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time. There are currently six children on roll aged from 15 months to eight years. Of these, four are within the Early Years Foundation Stage (EYFS). The childminder has completed required basic childminding training and holds an appropriate level three qualification in Early Years.

## Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. The childminder successfully promotes many aspects of the welfare requirements within the suitably inclusive environment, she knows the children well and as a result they are happy, secure and have fun. She develops positive relationships with parents, through some written and mainly verbal exchange of information, which generally contributes to children's welfare needs being met. However, records for documenting children's health details are not consistently in place, which is a breach in the welfare requirements. The childminder develops her understanding of the EYFS to promote better outcomes for children, as a result children make steady progress towards the early learning goals. The professional early years training the childminder completes contributes to the continuous improvements within the setting, however systems to evaluate her practices and activities are currently not in place.

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

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

- develop self-evaluation systems for identifying the strengths and weaknesses of the setting and planning for continuous improvement
- further develop observations and the planning of activities to ensure all aspects are covered in sufficient breadth and depth over a period of time, for example by linking them to the six areas of learning
- build on resources to further promote positive images of diversity
- further develop children's assessment records to reflect their developmental starting points on entry to the setting
- further extend the provision of activities to promote children's creativity.

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

- develop systems to ensure information regarding the 19/02/2009

children's special dietary and health requirements are obtained from parents in advance of the child being admitted to the setting (Safeguarding and welfare).

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

The childminder appropriately organises her home to provide a suitably inclusive and welcoming environment. The display of certain certificates makes parents aware of the childminder's qualifications and registration details. Settling in procedures and the sharing of written policies initially, are effective in supporting children and parents in the transition. This contributes to the positive relationships they develop and makes them aware of the childminder's practices and procedures. Parents receive verbal daily feedback regarding the children's well-being and their activities to promote a consistent approach to their care. The parent's letters available for inspection outline complimentary comments about the care children receive and the childminder is described as 'professional' and 'excellent in her care and attention'. The childminder recognises the importance of developing links with other settings children may attend, however, she currently has no contact with them and therefore relies on parents to relay any necessary information.

The childminder shows commitment to improving practices and her personal, professional development. She has achieved a level 3 vocational qualification in childcare and EYFS since the last inspection, therefore, benefiting the children's care. The steps taken to address the previous recommendations raised means that children have easy access to resources and children begin to learn about different cultures through their activity work. However, resources to promote positive images of diversity are limited to books in the main. Systems for monitoring and evaluating the setting, such as the self-evaluation form (SEF) have not been implemented due to problems arising with the childminder's computer. The portfolio of written policies and the positive organisation of some records are effective in outlining the childminder's practices and recording of accurate information. However, the childminder has overlooked completing the 'children's record' form for some children. As a result systems to reflect aspects of the children's health and dietary requirements are not in place, which at times may compromise their welfare.

The childminder has a clear understanding of the indicators of abuse and the procedures to follow should she have concerns about a child. Such information is outlined in her written policy and supported by the local safeguarding reference materials in place. She minimises risks to children through the use of suitable equipment and the well documented risk assessments, which are regularly reviewed.

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

The childminder provides a supportive environment where activities are organised and adapted to suit the developmental needs and interests of individual children. This contributes to the suitably inclusive environment. Children are happy, confident and settle well because of the childminder's positive interaction and friendly approach. They have fun together and share laughter during their play making learning an enjoyable experience. The childminder develops a suitable understanding of the EYFS and how children learn which she uses to provide a sufficient balance of adult and child initiated activities. She uses effective systems for recording the children's developmental progress linked to the areas of learning, although systems for recording children's developmental starting points on entry to the setting are not in place. The written activity plans and observations in place are not linked and do not reflect the next steps in children's learning. As a result it is not clear that all areas of learning are covered in sufficient depth over a period of time.

Children develop positive relationships and engage in conversation with the childminder throughout, which contribute to extending their thinking, learning and language development. They make regular visits to the local toddler groups which provide opportunities for them to socialise with others. They become active learners, and young children are confident to question aspects during play and regularly ask 'what's that'. Books are readily available and children relax and sit quietly with the childminder to look at the pictures and recall familiar objects by name. Children use mark making materials to develop their writing skills and some learn to write their name with the childminder's support. The childminder admits that the provision of creative activities is somewhat limited and recognises the need to further develop this area of learning. Children develop a positive understanding of number from a young age as they count the pieces of the puzzle to three and join in with the childminder as they count the blocks they build to six as well as referring to the different colours. Their understanding of technology develops well according to their age and stage of development. Older children access the computer to recreate letters of their name. Younger children learn how to operate activity toys by pressing the buttons to recreate noise and flashing lights, which contribute to the development of their senses.

Children are taught about safety through the emergency evacuation drills which are planned regularly and they practise road safety during walks. The involvement of the visiting policeman furthers their understanding of stranger danger. The childminder's sensitive approach to the management of children's behaviour means that unacceptable behaviour is quickly resolved and children learn to conform. She regularly praises children's achievements, which contributes to the development of their self-esteem and confidence. Children's health is sufficiently promoted through the daily routine, which means they develop a suitable awareness of personal hygiene, healthy foods and take part in regular physical activity indoors and outside. The childminder is happy to take on the care of children with learning difficulties or disabilities giving consideration to all the children in her care to ensure individual needs can continue to be met.

## 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?	2

### 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?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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
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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**

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.