

## Inspection report for early years provision

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<b>Unique reference number</b>	EY373270
<b>Inspection date</b>	06/01/2009
<b>Inspector</b>	Rosemary Killackey
<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 2008. She lives with her partner and two children, aged two years old and seven years old in Lowton, near Warrington. The whole of the ground floor, except for the office is used for childminding purposes. Access to the home is via the front entrance and there is a fully enclosed rear garden for outside play. The childminder is registered to care for four children at any one time and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

She is currently minding two children in the early years age range and she cares for one older child. She attends the local toddler groups and takes children to the local library and park. The childminder is a member of the National Childminding Association. The family have a pet rabbit.

## **Overall effectiveness of the early years provision**

The childminder develops good, positive relationships with each child and their parents and she supports them appropriately. She ensures that children are respected and valued as individuals. The learning environment and resources are readily available to all children, this helps to ensure an inclusive and welcoming service is provided. The childminder provides children with a good range of interesting activities and experiences, which enables them to make good progress in their learning and development. She shows a strong commitment to improving her practices and she has identified clear goals for the future, to bring about further improvement. However, not all aspects of the welfare requirements are as yet fully implemented.

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

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

- reflect more widely on the care and education within the setting in order to develop a system for self evaluation and bring about continuous improvement
- continue to develop partnerships with parents, with particular regard to sharing children's developmental files
- continue to increase toys and equipment reflecting positive images of culture and disability

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

The childminder provides a positive, inclusive environment, which ensures that each child is able to enjoy and achieve. Her home is very well organised and offers children opportunities to play independently. She offers a flexible daily routine, which promotes children's welfare and ensures that their learning and

development is planned for appropriately. Partnerships with parents are good. The childminder ensures that parents are given time at the end of each day, to share information about children's activities and achievements, to keep them fully informed about their child's welfare and progress. In addition, each child has a daily diary and a development file, which contains photographs, examples of work and observations on children's progress. The daily diary goes home each day with the child and parents are encouraged to make any comments, with regards to their child's welfare. The development file, however, is not as yet shared with the parents.

The childminder has embraced the introduction of the Early Years Foundation Stage successfully. She has a good commitment to the ongoing development of her childcare service and her own professional development. The childminder has attended recent training courses, such as, safeguarding children. She is enthusiastic about continuing to develop her knowledge and understanding through training and she has identified further courses she wishes to attend. She is able to identify strengths in the service she offers, such as, her ability to provide children with good quality childcare. The childminder has also identified areas for further improvement, such as developing a greater awareness of other cultures and festivals, which she can celebrate with children. She has a good range of written policies and procedures, which are effectively shared with parents and implemented, these promote all aspects of children's welfare and safeguarding. The childminder has also started to consider a self evaluation of the provision, to ensure that all children's welfare and learning requirements are met. However, this is still in its infancy and as yet not in place.

The childminder has a good understanding of safeguarding issues and she ensures that children are well protected from harm or abuse. She has updated her awareness of safeguarding, through recent training and she is clear about her role and responsibility in protecting children. In addition, children are further protected, by the childminder having comprehensive written risk assessments of the home and when children go on outings. She completes all required documentation, to support children's welfare and she has established effective routines to keep children safe. Children are always fully supervised in their play, whilst being actively encouraged to develop safe levels of independence.

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

Children have formed secure relationships with the childminder and they are confident, happy and settled in her care. She continually praises them in their play, which helps children to develop a sense of belonging and as a result, they develop good levels of self esteem. The childminder has a good knowledge of the early learning goals in the Early Years Foundation Stage, which helps her to provide appropriate activities for each child. She plays and talks with the children constantly and sits with them at the same level, she listens and asks questions that promotes learning, such as when playing with the zoo animals, she asked what sound does the monkey make and asked the children to name the different animals as they played, promoting good communication skills. She promotes children's well-being and active involvement in their own learning, as she provides

them with a good range of enjoyable and stimulating activities, both in the home and outdoors. For example, within the home they listen to music and play with a variety of musical instruments, learning about rhythm and timing, the childminder talks to them about the names of the different instruments and asks them to listen to the different sounds they make, such as loud and quiet.

The childminder uses everyday routines, to encourage children to develop a healthy lifestyle. They enjoy a good range of activities, which develops their physical skills, such as, playing on the large equipment in the garden and regular visits to the local park, where they benefit from fresh air and exercise. Children learn about good hygiene practices, as they independently wash and dry their hands before eating and after going to the bathroom. The use of small separate hand towels helps them to develop good hygiene practices further and to prevent the risk of cross infection. They begin to learn about healthy eating and they are well nourished, as the childminder provides healthy snacks, such as wholemeal toast, fresh fruit and yoghurts. There is an effective written sick child policy, which is shared with parents and children with infections are excluded.

Children play well together, they are well behaved and form sound friendships. They show care and consideration for each other and they are able to make decisions and take responsibility, as they choose which toys they want to play with and help to tidy away toys after playing with them. Children are encouraged to develop good manners and they often say please and thank you. They follow simple house rules, for example, when one child began to play with the patio door, the childminder reminded the child that they should not do this, as they may get hurt. The childminder ensures that all children feel valued and their individual needs are met. In addition, the children learn to value and respect others. They learn about people's similarities and differences, as they play with some toys and read books, that contain positive images. However, these resources are limited. The children develop appropriate skills and confidence, to support their well-being in the future.

Children learn strategies that help to keep them safe. For example, they learn about road safety during their walks to school each day and they know that they should wait for the green man to appear before crossing the road. They practice a fire evacuation each month and children know what to do in the event of a fire. All required documentation is in place and many written policies and procedures are available and shared with parents, to promote children's health, safety, enjoyment and achievement.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
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>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	2

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**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.