

Inspection report for early years provision

Unique reference number	EY376997
Inspection date	21/01/2009
Inspector	Krystina Chitryn
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 registered in 2008. She lives with her husband and two children aged four and six years in the Penketh area of Warrington. The whole of the ground floor except for the dining room is used for childminding. There is a secure back garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to four children under eight years and is currently caring for two child in the early year's age group. She is able to take and collect children from the local primary school and is a member of the National Childminding Association. The family have a cat. She attends local adult carer groups.

No children were present at the time of the inspection.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is satisfactory. The childminder demonstrates through discussion that the children's individual needs are generally well met. The childminder knows them well and treats each child as an individual. She works closely with parents and carers to enable the children to settle well and benefit from familiar routines. Through discussion the childminder demonstrates their welfare is soundly promoted and they make suitable progress in their learning and development. She has accurately identified some areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment arrangements for all minded children, for example, matching observations to the expectations of the early learning goals
- continue to update knowledge of the Early Years Foundation Stage.

The leadership and management of the early years provision

The childminder has sound organisational skills and organises her time, home and resources suitably to meet the needs of the children. The childminder has a reasonably good understanding of the Early Years Foundation Stage (EYFS) and demonstrates this with the range of resources available for children, stored at child height and accessible. These include a good range of imaginative play, construction toys, books, home corner and dressing up. She discusses how she interacts with the children and provides a rich environment that helps to develop their language, literacy and problem solving skills, and learning about the wider world through play and discussion. The documentation which supports the care of the children is well recorded and maintained. She understands the procedures to

follow if she has concerns about a child.

The childminder has carried out a risk assessment and ensures that risks to the children are minimised. She also provides a written record of this. She demonstrates a clear understanding of how to keep safe. For example, she checks the premises daily for hazards and teaches the children about personal safety when inside and outside the house.

The childminder provides parents with suitable information in the form of written policies and procedures; this ensures they are well informed about the service. She is also developing a strong relationship with parents, working together for the benefit of the children. This ensures that children are settled and secure and have their individual needs met. They discuss the children's needs daily at the beginning and end of the day, and she keeps them up dated throughout the day by sending text messages and photographs, as well as sharing a daily diary.

The childminder demonstrates a sound commitment to childminding and is keen to develop her skills and knowledge of the EYFS. She looks closely at how she cares for the children and describes how she plans to improve the service she provides. For example, she plans to improve her written records and further develop her awareness of the EYFS. She carries out observations of what children do as they play and she plans for the next steps in children's learning, however, she does not effectively link these to the areas of learning and development.

The quality and standards of the early years provision

Through discussion the childminder considers the children are happy and settled in the care, as she is aware of their emotional needs and they have individual time and attention. The childminder provides evidence of the six areas of learning through photographs of the children involved in a variety of activities. These include counting magnetic fridge numbers and sing songs to help with learning numbers. She is also aware of developing problem solving and reasoning with older children and demonstrates how children would be involved in counting plates and cups and weighing out ingredients for baking. This enables the children to feel secure and confident as they play and are able to explore and learn. The childminder is aware of developing the children's communication and language skills by singing, repeating sounds and words, and talking to the children effectively. She encourages their developing communication as she repeats their sounds and names objects. The childminder describes how she encourages the children to develop their physical skills, for example, she places toys out of young children's reach so they have to move for the toys which encourage their mobility.

The childminder provides a suitable range of activities at home and outdoors, which encourages the children's learning and development. They learn about the world around them when they go for walks in the park and locally. The organisation of the home enables children to move around freely and to help themselves to toys, so they can make choices and explore. The childminder assesses the children's development and provides the children with interesting opportunities to learn through play.

The childminder discusses taking positive steps to promote children's welfare and has a sound understanding of the procedure to safeguard the welfare of children in her care. She takes appropriate steps to reduce the spread of infection and ensures she keeps her home and toys clean. There are effective procedures for when children are ill. She promotes children's health generally by working with parents to ensure they have appropriate drinks, eat healthily and have plenty of fresh air.

The childminder demonstrates a positive approach and encourages the children's self confidence and self-esteem. She has a sound understanding of how to manage children's behaviour and encourages children to develop respect for others. She understands the importance of talking to older children about differences. For example, she provides a variety of dressing up clothes and home corner equipment that shows other cultures and they look at festivals and where food comes from so the children are learning about the wider world. Overall, a sound inclusive service is provided. Children have opportunities to develop a good range of skills and knowledge for their future well-being.

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

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.

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.