

Inspection report for early years provision

Unique reference number	EY366224
Inspection date	19/01/2009
Inspector	Chris Scully
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 2007. She lives with her partner and three children aged nine, 12, and 15 years in Widnes. The whole of the ground floor of the childminder's home is used for childminding purposes. There is a secure rear garden for outdoor play. The childminder is registered to care for children on the Early Years Register and Compulsory and voluntary part of the Childcare Register.

She is currently providing care for two children in the early years and for three children in the later years. The childminder takes children to local schools, nurseries and playgroups. The family have a cat. The childminder is a member of the National Childminding Association and receives support from Sure Start.

Overall effectiveness of the early years provision

The childminder demonstrates a caring and responsive approach in meeting children's needs and promoting their welfare. In the main children are safe and secure, although there are some omissions in the risk assessments and registers. Children are making good progress in their learning and development, but the next steps in their progress are not always identified. Effective partnerships with parents means children receive consistent care and develop positive relationships with the childminder. All children are included in the activities provided and have a strong sense of belonging. The childminder demonstrates a commitment to improving and developing her skills as a childminder and through self-evaluation has begun to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- model the correct use of speech in order to enhance and support children's language and communication skills
- enhance the observation and assessment systems to ensure they link directly to the areas of learning and identify the next steps in children's learning
- develop the systems for self-evaluation in order to identify strengths and priorities for development that will continue to improve upon the quality of provision for children.

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

- carry out a risk assessment of the premises and anything with which a child may come into contact with; ensure a written record is maintained of when this was carried out, date of review and any action taken to minimise identified risks (Suitable premises, environment & equipment)
- ensure the daily record of attendance clearly

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demonstrates the actual times of children's attendance.(Documentation)

The leadership and management of the early years provision

The childminder has a secure understanding of safeguarding issues, which enables her to take appropriate action to protect children from harm. This is supported by well written procedures, which are shared with parents. Daily visual checks of the areas used by children mean they are safe and suitable, however, the childminder has not conducted a formal risk assessment of the premises to identify any areas of concern or any action taken to ensure children safety.

The childminder demonstrates a strong commitment to the ongoing development of her own knowledge and skills. Policies and procedures are well written, shared with parents and contribute well to the organisation of the setting. This along with her welcoming, friendly manner fosters excellent relationships with parents. Daily discussions and the use of children's progress records means parents are very well informed about their child's time with the childminder. Records and documents are generally well maintained although, the attendance register does not show the actual times of children's attendance and the medication record is not always clear on the dosage of medication actually administered. However, it is made clear as to the amount in the consent given by parents.

Systems for self-evaluation are in their infancy and have identified areas for improvement, which have been effectively acted upon by the childminder. For example, the reorganisation of resources to support children's learning and concentration skills. As a result children are confident, independent learners who happily self-select their resources from low-level storage systems. Children have a strong sense of community and belonging as they happily chat about other children who are not present and show concern for those who are unwell.

The quality and standards of the early years provision

A strength of the provision is that the childminder knows the children very well, which enables her to provide successfully for their individual needs. Her warm, caring attitude means children feel safe, secure and happy in her care. She spends considerable amounts of time talking, playing and interacting with the children, which effectively supports their confidence and self-esteem. Children feel valued as the childminder is interested in what they have to say and acts promptly to their suggestions, such as reading their favourite book on her knee. They enjoy opportunities to demonstrate their understanding of colour and other objects they can see in the books, for example, relating this to visits to the farm. Children show a developing maturity and eagerly want to be independent. They confidently select their resources and help to tidy away their toys for meal times.

The childminder has a sound understanding of the EYFS, as a result children are making good progress in their learning and development. This is evident through

the detailed planning, which incorporates children individual interests and is appropriate for their age and stage of development. This means children are engaged in wide range of interesting, self-chosen, stimulating play and learning experiences. Well planned daily routines mean children have opportunities for active and quiet time during the day, consequently meeting their individual needs well in practice. Children's files provide clear insight into the activities children take part in and identify what children can do. However, they do not always identify the next steps in their learning or link directly to the areas of learning. The effective use of signage around the childminder's home significantly enhances children understanding of daily routines, such as sitting at the table for meals and provides them with an alternative means of communication.

The childminder makes good use of daily conversations to introduce new concepts to support and develop children's thinking. The childminder repeats words so that they can hear the correct pronunciation though on some occasions 'baby talk' creeps in such as 'duckies or horsy.' which affects children's understanding of language. Children mathematical development is fostered well as they count objects in conjunction with the childminder. They enjoy sorting clothes, matching the various items and identifying who they belong to. The use of open-ended questions effectively support children's thinking and problem solving skills. In turn children are confident to ask questions and put forward new ideas. The use of electronic resources, such as the globe provide opportunities for children to learn about everyday technology and to explore past events, such as holidays. Children are imaginative and revel in the opportunities to take part in role play and art activities and are keen to show their masterpieces to visitors. However, the use of templates has a negative impact upon children's creativity and thier interpretation of what objects look like.

Regular outings support children's learning by exposing them to new ideas and understanding of the world around them. For example, learning about the role of doctors, nurses and dentist when visiting the hospital and dental surgery as well as the need to be healthy. Some opportunities are created for children to learn about the wider world, hence they develop positive, caring attitudes to others. Children's small skills are progressing well as they use a range of tools and small resources with increasing control For example attempting to fasten the dolls buttons. They develop a sound understanding of how to keep themselves safe through discussion about road safety. Children are well behaved and respond well to the childminder's requests. They understand the need for safe boundaries, such as why certain equipments cannot be used when younger children are present.

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?	2
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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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:

- take action as specified in the early years section of the report (CR5) 02/02/2009
- take action as specified in the early years section of the report. (CR8) 02/02/2009

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 early years section of the report (CR5) 02/02/2009
- take action as specified in the early years section of the report. (CR8) 02/02/2009

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.