

Inspection report for early years provision

Unique reference number	EY303838
Inspection date	21/01/2009
Inspector	Wendy Brooks
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 was registered in 2005. She lives with her two children aged 12 and eight years in Warrington, Cheshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. They are registered to care for a maximum of five children at any one time and are currently minding five children on a part time basis. The childminder walks to local schools to take and collect children. She attends the local toddler group.

The childminder has a qualification in childcare and experience of working in a variety of childcare settings.

Overall effectiveness of the early years provision

Children's welfare and development are promoted successfully by the childminder as she has an excellent understanding of each child's individual needs. Children are safe and secure at all times and are relaxed and comfortable in the childminder's care. Children enjoy learning about their local area and the world around them. Effective partnerships with parents, carers and other agencies have been established and the childminder has begun to identify any priorities for future development within the provision.

What steps need to be taken to improve provision further?

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

- use the observations and assessments of each child's achievements to identify learning priorities and plan relevant and motivating learning experiences for each child; match the observations of children to the expectations of the early learning goals
- establish systems to monitor and evaluate the quality of the provision and use these to promote improvement
- further develop the fire evacuation drill to ensure that all children have a clear understanding of what to do in an emergency

The leadership and management of the early years provision

Through the use of clear, detailed policies and procedures the childminder ensures that children's welfare is promoted at all times. The childminder demonstrates a clear understanding of the procedures to follow with regard to child protection and ensures that parents are aware of this. Detailed written risk assessments are carried out by the childminder to ensure that children's welfare is safeguarded on

the premises and during outings.

The childminder has started to consider the strengths and areas for development within the provision and has arranged to attend relevant training sessions to update her knowledge of current childcare initiatives. No record of self evaluation has been maintained in order for the childminder to fully reflect on the provision, any improvements made and the impact on the children who attend. The recommendations set at the last inspection have been met.

Effective partnerships with parents and carers are established which has a positive impact on the care children receive. The childminder is very flexible with regards to which days children attend in order to meet the needs of parents and children. When children first attend the setting, parents are provided with copies of all written policies and the childminder ensures that appropriate information is obtained from parents in order to meet individual children's needs. Parents and children are invited to attend for several short sessions to ensure they are settled in the childminder's care. Daily verbal discussions take place regarding children's welfare and achievements and the childminder uses a daily diary to keep parents informed of their child's day. Children enjoy taking paintings and art work home to show parents what they have done. Parents are aware that each child has a folder showing examples of their drawings and activities which they can see whenever they wish and the childminder displays information clearly for parents and keeps photographs of the children for parents to look through.

The quality and standards of the early years provision

The childminder provides a wide variety of activities which are suited to children's individual preferences, ages and levels of development. Many activities are organised in response to children's interests, such as exploring objects from the treasure baskets, dressing up, small world play and reading stories. The childminder has arranged resources so that children are able to make free choices about their play and develop their confidence and self esteem as they are able to select what to play with. Young children spend time selecting various real life objects to explore, such as cameras, telephones and calculators and use them in their imaginative play. Older children are free to choose resources from a separate toy chest containing a wide selection of age appropriate board games and arts and crafts.

The childminder plans a selection of adult led activities which are based around a monthly theme. During the theme of toys children enjoyed bringing a teddy from home for an indoor teddy bears picnic and helped wash the dolls in a baby bath. Children are engaged at all times while at the childminder's home and are motivated to learn through interesting and age appropriate activities. The childminder stores examples of children's work, photographs and observational comments in individual folders which allow her to track the progress children make. However, these observations have not been consistently used to identify the next steps in children's development and to plan activities to meet each child's specific learning needs.

The well-organised environment ensures that the provision promotes positive outcomes for the children who attend. Children enjoy a variety of home made and processed meals, such as cottage pie, pasta bake and fried rice and are offered fresh fruit on a daily basis. Children learn about hygiene by washing hands at key times, using tissues to wipe their nose and the childminder is a positive role model by ensuring that surfaces are kept clean and sanitised. Children begin to understand about keeping themselves safe both on and off the premises. A fire evacuation plan is in place and is carried out with some children who attend. However, not all minded children have been involved in the fire drills to date and children do not have a clear understanding of why they are leaving the house and what to do in an emergency.

A wide range of resources are available for children to use in their daily play which promote positive images of diversity, such as books, dolls, small world characters and role play equipment. Various religious and cultural festivals are celebrated where children taste different foods and learn about different customs and beliefs, such as American Independence Day, Divali and St.Valentine's Day. Children become confident communicators and are encouraged to develop their skills in writing, reading and counting during their everyday play. This promotes children's economic well-being and enables them to make good progress towards the early learning goals.

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?	2
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?	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

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?	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?	2
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

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.

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.