

Inspection report for early years provision

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Inspection date	29/09/2009
Inspector	Rachel Ruth Britten
Type of setting	Childminder

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1997. She lives with her husband and two children aged nine and 11 years. The family live in the Woolston area of Warrington. The whole of the ground floor is used for childminding purposes. There is a secure garden available for outdoor play. There are no pets kept on the premises.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age range. She operates all year round. There are currently nine children on roll aged from three to nine years. Of these, three are within the Early Years Foundation Stage (EYFS). The care for children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is not currently supporting children with special educational needs or disabilities or who speak English as an additional language.

The childminder has completed required basic childminding training and attends local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is motivated and provides well for the individual needs of each child on roll. Children make sound progress in their learning and development through play and everyday activities. Their welfare is promoted generally well, with good outcomes for health, safety, positive contribution and skills for the future. The childminder's procedures generally support safeguarding adequately, but there are no records of individual outings risk assessments. Partnerships with parents and in the wider context do not yet extend to sharing plans and assessments of individual children's progress, but the childminder is eager to develop links and take action to promote better outcomes for every child. She has made the necessary improvements since the last inspection and undertakes some review of her practice using self-evaluation tools and taking advice from others.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each specific outing, taking account of the nature of the outing and considering whether normal ratio requirements should be exceeded (Safeguarding and promoting children's welfare).

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

- make initial assessments of children's starting points and then regular summative assessments and clear next steps plans so that progress towards the early learning goals can be seen and planned for
- share next steps plans and children's progress with parents and other providers of child care, so that children receive continuity and complementary care and learning wherever they are.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children competently, using risk assessments, visual checks and teaching children about day to day safety in the home or on outings. Adults in the home have been police checked. However, the childminder has not undertaken full risk assessments for each outing undertaken to ensure that she has considered and minimised the risks associated with conducting that outing. She has a secure working knowledge of child protection procedures and has information about what to do if there are concerns that a child is being abused. However, she has not made her child protection procedures available to parents in writing, as required by the Childcare Register regulations. Nevertheless, she has acted upon the recommendations of the last inspection by displaying her registration certificate, completing updated first aid training and implementing a complaints procedures and record.

The childminder knows what issues must be reported to Ofsted and keeps sufficient child details and consents from parents to ensure that satisfactory and consistent care is given. Partnerships are sound, but underdeveloped. Parents do not have their own copies of policies and procedures for their reference and they are not presently involved in contributing to their child's learning and development record. Parental consent has not yet been sought for liaison and joint working with other childcare providers, such as pre-schools and nurseries previously attended. Nevertheless, the childminder is motivated to improve partnerships. She plans to implement more formalised ways of involving parents in assessing both children's starting points, and making subsequent plans for their continuing progress in the six areas of learning. Her self-evaluation form also states that she is going to ascertain parents' views by devising a questionnaire.

The childminder has a good range of toys and resources, making good use of the lounge and kitchen/diner for role play and meals. Some displayed art and craft work and photographic evidence shows the availability of a satisfactory range of learning through play. The childminder supports children well in the setting, including those who are new and have poor experiences of day care. She has attended training on the EYFS and is observing and documenting children's activities in written and photographic form. She matches what children do to the six areas of learning, but is not evaluating their progress against the expectation of the early learning goals described in the Practice Guidance to the EYFS. There are presently no clear summaries of children's progress or plans for their next steps in the six areas. This limits the usefulness of the learning and development record as

a tool for planning and providing consistent progress. Nevertheless, the childminder has ambition to secure continuing improvements in effective use of the developmental record.

The quality and standards of the early years provision and outcomes for children

Children enjoy their learning and make sound achievements. They make satisfactory progress towards the early learning goals in most areas of learning. This is because there is a good mix of indoor and outdoor activity, social experiences and chances to learn through their own choices of materials. Children also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and to develop skills for the future. For example, they undertake a domestic role play, pretending to iron various napkins and tea towels. The childminder skilfully weaves opportunities to problem solve, learn to keep safe and practise consideration for others, and communication. She challenges them to count how many napkins are left to do, explains and lets them learn how to fold them, reminds them that a real iron will be very hot and they must not touch it, then negotiates with the children to take turns and help each other by doing different aspects of the pretend task.

The childminder effectively builds children's confidence and independence. She shares her attention fairly and praises them enthusiastically, joining in and helping established, more confident children to include their new friends without dominating. This encourages them to persist and succeed and ensures that they feel confident to ask questions about how things work and seek adult support. The childminder is very aware of children's home circumstances and previous placements. She is successfully redressing earlier attachment and confidence issues despite a lack of clear information about children's starting points or direct liaison from previous providers.

Children are making sound progress in their language and literacy through a variety of creative media as well as by hearing stories and talking together. They sing and role play frequently and develop their mark making and early writing skills as they use paint, pencils, glue and natural and household objects. The childminder weaves in knowledge and understanding of the natural world to this creativity as they make designs with the fallen leaves they have found. Similarly children are gaining an understanding of their community as they walk to pre-school or the shops or toddler groups. They make progress in their independence and understanding of how families work as they role play parents of a sick baby who needs a sleep, or prepare cups of tea and milk for each other. They also take part in real simple food preparation and sorting the laundry.

Children are developing a good sense of how to stay safe and are rehearsed in how to get out if there was a fire. They learn to tidy away toys that are no longer in use to make safe play space. They regularly use the same routes on foot and in cars and have learnt how to walk safely and cross the road. They show a keen sense of belonging in the setting and enjoy getting out toys and games. They are learning healthy practices, such as washing their hands, using wipes and taking

their shoes off at the door. Posters and notices help to prompt good hygiene habits. Children eat adequately, having a balance of nutritious food and drinks and enjoy daily fresh air and exercise.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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:

- implement a written statement of procedures to be followed for the protection of children from abuse or neglect (CR2.1 Arrangements for Safeguarding children). 28/10/2009

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:

- implement a written statement of procedures to be followed for the protection of children from abuse or neglect (CR2.1 Arrangements for Safeguarding children). 28/10/2009