

Inspection report for early years provision

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Inspection date	11/01/2010
Inspector	Cilla Rachel Mullane
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 1995. She lives with her husband and three adult children. The whole ground floor of the childminder's house is used for childminding; there is a downstairs toilet and fully enclosed garden for outside play. There is a step from the hallway down to the kitchen/diner.

The childminder is registered to care for a maximum of six children aged under eight years, of whom three children may be in the early years age range at any one time. She is currently minding three children in the early years age range (including her grand daughter) on a part time basis. She is also registered on the compulsory and voluntary parts of the Childcare Register to care for children aged over five years, and is looking after five children in this age range.

The childminder takes and collects children from local schools and pre-schools. She attends the local carer and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a good service to children. She includes all children in activities and tailors activities successfully to meet individual needs. They are safe and feel secure in the child friendly environment. She promotes all aspects of their welfare effectively. Relationships with parents are professional and supportive. Children enjoy their time with the childminder because activities are led by their interests. She has a good ability to maintain continuous improvement; she has begun to use informal self evaluation and attends training courses to update her knowledge of relevant childcare issues.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 08/02/2010

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

- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

The childminder is well organised and the majority of required records, with the exception of risk assessments, are clear and concise. She is professional and keeps her knowledge of relevant childcare issues up to date by attending training, such as, caring for children with special needs.

Children are well safeguarded. Parents are well informed about her duty to safeguard children by a well written child protection procedure. This ensures that she has the correct contact details for local children's services to hand should she have concerns about the children in her care. The childminder keeps her knowledge and understanding of safeguarding children up to date by attending regular training. All adults living in the household have had a Criminal Record Check, to reassure parents. Children are further protected as her complaints procedure provides details regarding contacting the regulator.

Children self select from a range of toys and equipment set out in the kitchen dining/room and the lounge is available for quiet activities. The childminder has expert knowledge of children's interests and favourite resources, so ensures these are available for individual children. For example, children love dressing up so good quality resources are available, which the children really enjoy. She frequently updates her toys and equipment, led by children's interests; for example, today there were new princess and fairy outfits to fit the minded children.

The childminder has not yet started to formally and consistently evaluate the success of her provision but has a clear and realistic view of what she does well. For example, she feels she relates well to children and respects parents' confidentiality. She considers areas for improvement and demonstrates how her actions have improved outcomes for children; for example, she recognised she needed to carry out formal risk assessments and there is now a record of these.

The childminder makes good use of observations, displaying her findings in individual children's books with photos. This enables her to assess what children can do and plan for their next steps. She uses a diary to record children's activities linked to the areas of learning, which enables her to check that she is providing a suitable variety of activities across all areas of learning. Her records show children's good progress.

Letters from parents show that they are very satisfied with the childminding provision. They feel that the childminder is observant, caring, reliable and flexible. They comment that their children are well stimulated and socialisation is good. They appreciate the variety of activities and resources and feel she is good at encouraging an interest in books and singing. They state that their children have improved in confidence and have clear and consistent boundaries. They are impressed with communication and feel well informed about their children's progress. The childminder works at a local pre school where she is the key person for her minded children who attend the group. This ensures she can provide

continuity of care and build on their activities and interests in both settings and provides security for the children.

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

Children have fun and enjoy their time with the childminder. Toddlers squeal with laughter as they enjoy a game made up by the children, throwing balls to each other down the length of the room. Two children giggle with delight as they put hairbands and clips from the dressing up box in their hair, then wriggle around trying to see them together in the mirror. Children count as they play and recognise numbers, naming magnetic numbers as they stick them to the fridge door. They recognise and name animals and toddlers join in making the sounds, 'baa' and 'moo-cow'. Toddlers pretend to chat to mummy on the phone and the childminder joins in the game, extending their conversation.

The childminder is good at offering children choices, encouraging them to make decisions and act independently. For example, they are offered a choice of placemats at lunch time and discuss the colours. Children are starting to act independently, for example, taking themselves to the toilet and telling the childminder that they can manage. Children display good manners as a result of the childminder's positive example. They spontaneously say 'thank you' and the childminder answers 'you are welcome', showing them that their politeness is appreciated. Children share without being asked, 'I've got two here, you can have one'.

Children feel very safe with the childminder. She respects parents' wishes and feels it is important to provide continuity for them by adhering to children's routines at home. She is very sensitive to children's feelings of security. For example, she discusses with parents how children are helped to fall asleep, so children's routines are continued and they feel safe. Children know how to keep themselves safe on outings. They say that they don't let go of the childminder's hand, as they might 'get squashed'. The childminder has carefully risk assessed outings, the garden and children's safety indoors, successfully and effectively eliminating hazards. For example, when out in the community children are strapped into buggies and in the garden they are closely supervised when playing on the swings. Indoors, she is aware that the step up from the kitchen is a hazard for toddlers, which she helps them learn to negotiate safely. However, there is no written record of the risk assessment indoors, which is a breach of the Early Years Foundation Stage requirements.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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:	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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