

Inspection report for early years provision

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Inspection date	07/12/2009
Inspector	Patricia Ann Edward
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder was registered in 2000. She lives with her husband, and three children of whom, one is a dependent. The ground floor of the home and the first floor bathroom are areas of the home used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for up to six children under the age of eight years, of whom three may be in the early years age group. There are currently four children on roll, all of whom are in the early years age group, some of whom attend part-time. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of the children's welfare and learning, enabling them to make progress in the Early Years Foundation Stage (EYFS). She provides a welcoming and stimulating environment where children are generally safe, secure and healthy. She works closely with the parents. However, partnerships with others, such as, the schools and pre-schools the children attend is not yet established. The childminder is beginning to use useful systems to monitor and evaluate her childminding provision to ensure improvements are made where necessary. She is committed to developing her skills further through professional training and workshops.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before administering medication to children (Promoting good health) 05/01/2010

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

- revise child protection policy to include the procedure to be followed in the event of an allegation being made against the childminder
- further develop the relationships with other early years providers to promote integration of care and education.
- develop further the arrangements for observing and assessing young children to identify their achievements and the next steps in their learning and development and use this information to plan effectively across all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good awareness of safeguarding issues. The parents are informed about the childminder's safeguarding responsibilities as detailed in her child protection policy. However, the procedure does not include procedures to follow if an allegation of abuse is made against herself or a family member. Children's welfare is promoted well through familiar routines which ensure that they are kept safe and secure. A clear set of policies and procedures have been developed to help the childminder carry out her work effectively to support the care of the children and inform parents about the service. Details held within the childminder's complaint procedures also guide parents about what to do if they have concerns about the children's care. The childminder knows the children she cares for exceptionally well and organises her day to meet their individual needs. She organises a wide range of activities both inside and outdoors to help children to make good progress in their learning. Formal risk assessments are conducted to ensure that children are kept safe within the home. As a result, parents are reassured that all risks have been minimised. Although the childminder has a good understanding of keeping children safe on outings no formal systems are in place. The childminder has an appropriate understanding of the importance of promoting children's health. She maintains documentation to support this, however, some lack the required information. For example, accident records contain correct details. Parents countersign medication records when informed that medication has been administered, although no written consent is obtained from parents prior to medication administration.

The childminder has implemented a system for self-evaluation to help her to identify the strengths of her provision, which enables her to make improvements. However, less focus is aimed at her areas of development. Changes have been made since the last inspection to improve the safety of the garden and she has improved sleeping arrangements to ensure children have access to clean sheets when accessing the sofa for a nap. She develops her knowledge and understanding by attending workshops and training courses such as, risk assessments, helping children enjoy and achieve, enabling environments, policy writing and supporting children with additional needs. All of which enables her to continue to maintain a good quality service for the children and families who attend. She is beginning to observe the children and to record their achievements in their learning folder. System are sufficiently organised to enable the childminder to clearly identify next steps for children interest. However, children's learning priorities are not taken into account within future planning across the six areas of learning. As a result, whilst children are engaged in many worthwhile activities, their learning is not fully maximised.

The childminder organises her home well to provide a welcoming, child centred learning environment. A good range of resources are available to support all areas of children's learning and the childminder ensures these are well organised, allowing them to make independent choices. Children attend on a full and part-time basis, which ensures she has time to spend working with individuals or in

small groups. She uses her experience and knowledge of childcare to enable her to provide appropriate support so children's play is purposeful. The childminder sits on the floor with them and joins in their play. She encourages the children to recognise shapes and colours as they roll out play dough and use a range of shape cutters. They welcome her interaction within their play. The childminder works closely with parents to ensure children's individual needs are known and met within this inclusive environment. She recognises the children as unique individuals and adapts her plans and activities to take account of their differing interests. The childminder shares information with parents both verbally and through written and photo observations. Parents in references speak highly of the service she provides. The childminder is yet to establish effective relationships with others who provide care and education for the children in the early years to ensure continuity and progression in their learning.

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

Children are happy and settled in the childminder's home. They play confidently alongside the childminder and, at times, alone. Children readily choose what they wish to do and use the good range of play materials that are set out and stored within their easy reach in the through lounge. Children's communication skills are firmly developed through discussion and enjoyable activities, such as singing or sharing favourite books and stories. They have frequent opportunities for mark-making, such as drawing and painting. The childminder plans her routines and activities with the children's needs and interests in mind. For example, she uses a local toddler group to ensure children have the opportunity to make friends with a wider network and she plans outings to special places of interest to expand their understanding of the wider world.

Children's knowledge about healthy lifestyles is carefully promoted through the use of good hygiene practices. They are beginning to understand the importance of washing their hands before meals and use individual towels to prevent the spread of infection. Their awareness of safety is raised through taking part in fire evacuations and from practising road safety when they are out. When asked, "What do you have to do when you get to road?" they reply, "stop, look and listen for cars." Children behave in ways that are safe for themselves and others. For example, young children are aware of how to safely climb up and down stairs and understand why they should not play football indoors. They use good manners and the childminder praises the children frequently to promote their self-esteem and encourage positive behaviour.

Basic mathematical concepts are introduced through practical and meaningful activities, such as shape sorters, jigsaw puzzles and counting steps when going up and down stairs. Children's awareness of the wider world is fostered through access to a good range of resources that include positive images and through celebrating a range of festivals throughout year. For example, Divali, Hanukkah, Mothers' and Fathers' Day, Eid, Chinese new year and Christmas. Children develop an awareness of nature as they investigate mini beasts close up in the garden through magnifying glasses. Younger children have opportunities to use the

interactive toys which help them start to understand about technology. They develop a positive attitude to healthy eating as they are provided with a varied and nutritious diet. Daily opportunities are provided for outdoor play and fresh air as they benefit from school run and use their scooters. They skilfully and confidently navigate their way to school.

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	2
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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