

## Inspection report for early years provision

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<b>Unique reference number</b>	315183
<b>Inspection date</b>	03/11/2009
<b>Inspector</b>	Sheila Iwaskow
<b>Type of setting</b>	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 partner and three adult children in the Grappenhall area of Warrington. The house is close to local schools, shops and parks. The whole of the ground floor is used for childminding purposes; this comprises of the lounge, large dining area, study and kitchen. Toilet facilities are available both on the ground floor and upstairs. There is a fully enclosed area at the rear of the property for outdoor play. The family have a pet rabbit.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age group. There are currently 11 children on roll; of these, seven are on the Early Years Register. Children attend on a variety of placements. The youngest child is 11 months and the oldest is 11 years. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is available to care for children both on a full-time and part-time basis. She is a member of the Warrington Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is kind, caring and conscientious. As a result, children are happy in her care and thrive on the high level of attention that they receive. The childminder recognises the uniqueness of each child and overall inclusion is well promoted. A strong partnership with parents has been fostered, helping to promote security and consistency in children's lives. Activities provided are worthwhile, fun and help children develop skills for the future. The childminder constantly strives to improve her practice and is aware of where minor gaps in her provision lie.

## What steps need to be taken to improve provision further?

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

- obtain a valid first aid certificate which is approved by the local authority, and consistent with the guidance set out in the Practice Guidance for the EYFS (Suitable People) (also applies to both parts of the Childcare Register).
- 18/11/2009

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

- link assessments to the elements of the framework to help track children's progress towards the early learning goals in order to prioritise future learning

- outcomes for children
- invite parents to contribute to children's observational records to allow them to take a more active part in their children's learning.

## **The effectiveness of leadership and management of the early years provision**

All adults living in the household have been vetted by Ofsted to ensure that the welfare of children is safeguarded. The childminder is working within the terms of her conditions of registration, and all aspects of documentation examined at inspection are in order and organised to respect confidentiality. A range of comprehensive policies are also given to parents, helping them appreciate how the childminder's service works in practice. Children are afforded high levels of supervision both as they play and rest. The premises are safe and risk assessments have been conducted for all areas of the property used for childminding and for outings. The childminder has a secure understanding of the indicators of abuse and procedures to follow should she be concerned about a child's welfare. However, children's safety is compromised as the childminder's first aid certificate has recently expired. This is a breach of a legal requirement. Nevertheless, the childminder can clearly demonstrate the steps that she has taken to try and update her knowledge of first aid, and is due to attend a training course in the very near future.

New children are settled in gradually. The childminder obtains all relevant information from parents to ensure welfare needs are met in practice. The childminder also works with parents to identify children's starting points with regard to learning and development. When appropriate, ideas and suggestions are offered to help parents develop their children's learning at home. Informal chats at the end of the day, photographs and written feedback keep parents well informed about how their children have spent their time whilst in the childminder's care. It is very evident from the many cards received the high esteem in which the childminder is held by both parents and children. Observational records are shared with parents, however, their contributions are not invited, which prevents parents taking a more active part in their children's learning. Tentative links have been established with other providers of the Early Years Foundation Stage (EYFS) that children attend.

Procedures for self-evaluation are developing well and take into consideration the views of parents and other professionals. The childminder meets regularly with other childminders in the local area to share ideas and examples of good practice. In addition, she has attended a number of courses to develop her knowledge of childcare since her last inspection. Training opportunities and plans for the future are well targeted. For example, the childminder correctly identifies the need to further develop the organisation of her resources to improve opportunities for children to make independent choices about their play. She has evaluated how she plans to do this, the timescales and costs involved. All recommendations made at the last inspection have been fully addressed. For example, her registration certificate is now displayed, a bolt has been put on the meter cupboard to make it

safe and the childminder understands the importance of informing Ofsted of significant events in a timely manner.

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

The childminder demonstrates a good working knowledge and understanding of the EYFS and how to promote children's learning and development. As a result, children make good progress towards the early learning goals given their capability and starting points. Observational records are very detailed, evaluative and clearly plan for the next stages of children's learning. However, assessments are not linked to the elements of the framework to help track children's progress towards the early learning goals. The day is organised to provide children with a balance of rest, learning and play. Children also enjoy a mixture of child-led activities and adult-directed play. Activities are adapted to ensure that all children can participate. For example, as an older child builds a train track the childminder sits with a younger child so that she can join in.

Good use is made of space and the layout of the childminder's home provides an enabling environment for all children. All facilities are at ground floor level and children have direct access to the back garden, giving them freedom of movement between the house and garden. Children play out in all weathers and from the photographic evidence available it is obvious they thoroughly enjoy playing outdoors and develop many aspects of their learning. For example, children enjoy riding on wheeled toys, crawling through tunnels and playing imaginatively in tents. When it is raining they listen and watch in wonder as raindrops splash onto and run down their translucent umbrellas.

Children share warm relationships with the childminder and each other. The childminder's gentle and nurturing approach helps children feel happy and secure in her home. From an early age children are encouraged to develop their self-help, language and numeric skills. For example, children happily help tidy toys away, count the number of breadsticks and identify the colours of the butterfly. Conversation flows freely throughout the day as children happily chat to the childminder about what they had for breakfast that morning and a dancing class that they are due to attend. Children are given time and space to find out how things work. For example, children become engrossed as they try to work out how to use the remote control to turn on the television and younger children have fun pressing buttons on electronic toys to activate music and flashing lights. Outings in the local community are popular activities and give children an appreciation of their immediate locality. They develop an understanding of the wider world through planned activities and resources available. The childminder recognises the importance of valuing linguistic diversity and of welcoming children with special educational needs and/or disabilities into a sharing and inclusive environment. Children have many opportunities to engage in meaningful role play and develop their artistic talents using a variety of media.

The childminder's home is well maintained, warm and clean. Children are provided with healthy meals and introduced to good hygiene practices. Discussions also take

place to help children understand the underlying concept of effective hygiene routines. Good manners are promoted and children behave well. Children learn about keeping themselves safe by practising fire drills on a regular basis and being made aware of the potential dangers of the road.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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 described in the early years section of this report (Welfare of the children being cared for). 18/11/2009

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 described in the early years section of this report (Welfare of the childne being cared for). 18/11/2009