

Inspection report for early years provision

Unique reference number	314786
Inspection date	26/11/2009
Inspector	Wendy Brooks
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.

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Description of the childminding

The childminder was registered in 1999. She lives with her husband and two children aged 16 and 12 years old in Croft, Warrington, close to shops, parks, schools and pre-schools. The whole of the ground floor, with the exception of the office, and bedrooms one and four on the first floor are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently caring for one child in this age group. She also offers care to children aged from five to 11 years old. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder has established links with other settings that minded children attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the individual welfare and development needs of the children she cares for. The childminder has developed a good system for observation, assessment and planning, in order to support children's learning, although the progress children make is not clearly tracked. Effective partnerships with parents and other settings have been established. Documentation is well maintained, however, there is an omission within the safeguarding children policy. The childminder has started to identify the strengths of her provision within a self-evaluation record and has thought about areas for future development. Good progress has been made following the previous inspection and the childminder demonstrates a positive commitment to continuous improvement. Children are respected as unique individuals, however, the opportunities to develop their understanding of diversity in the wider world are limited.

What steps need to be taken to improve provision further?

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

- develop the safeguarding children policy to include the procedure to follow in the event of an allegation being made against the childminder or member of her family
- further develop the observations, assessments and planning systems in order to evaluate the activities provided for children and ensure the progress children are making is clearly tracked
- extend the resources, activities and experiences provided which help children

to learn to respect and value all people and learn to avoid misapprehensions and negative attitudes towards others as they develop their understanding of diversity

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of her responsibility to protect children's welfare. She has attended recent training and has up-to-date information regarding child protection procedures. A written safeguarding children policy is in place and shared with parents, however, this does not include the procedure to be followed should an allegation be made against the childminder. Detailed written risk assessments are in place for all areas of the childminder's home and for individual outings. The childminder checks her home for safety before children attend each day and maintains a record of this. The childminder ensures all members of her household over 16 years of age have been suitably vetted.

Significant improvement has been made since the last inspection and the childminder demonstrates a positive attitude towards continuous development. A self-evaluation record is maintained and used to identify strengths within the provision and areas for future development. The childminder is aware of the benefits of reflecting on her own practice and the importance of maintaining accurate records and documentation. The childminder has developed written policies as required and shared these with parents. All areas of the home are maintained to protect children's safety and the childminder has extended the resources and activities offered to children. Sensitive observational assessments are carried out and used to plan the next steps for children's learning. Effective relationships with parents and other settings have been established, to ensure children's needs are met consistently. The childminder has a positive approach to promoting equal opportunities. Children's individual preferences and needs are catered for and all children are treated with equal respect. However, there are limited resources, activities and experiences to enable children to learn about diversity and the wider world.

The childminder invites parents to discuss children's development on a regular basis, both through informal daily chats and more in depth discussions of the achievements children have made over time. Questionnaires have been used to obtain parental views and the childminder takes these into consideration when organising her provision. The childminder liaises with other settings where minded children attend, in order to discuss children's progress and development, and has attended informal meetings with staff when parents have been unable to attend. These partnerships allow the childminder to support children's welfare and development.

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

Children are happy and settled in the care of the childminder and spend their time engaged in age appropriate and varied activities. The childminder's home is arranged to allow children to move freely between areas and make independent choices about what they wish to play with. Children spend time completing jigsaws, creating pictures from felt fabrics and developing their fine motor skills, as they take apart and re-build a toy train. Children enjoy using the spanner to unscrew nuts and bolts to dismantle the train. The childminder encourages children to think about which pieces need to be tackled next and how the train fits together to make it work properly. After playing outside on the swings and slide, children ask to play in the sand pit. They delight in pouring sand through funnels and sieves into various sized bottles and demonstrate when it is full and empty. Later, children take part in art and craft activities. They enjoy making marks with a selection of pens, pencils and stamps and explore a variety of tools to roll, cut and model the play dough. The childminder ensures experiences are provided to allow children to develop important skills for the future.

In addition to spending time at the childminder's home, children enjoy regular visits to playgroups and places of interest in the local area. Children look forward to a visit to the local garden centre, where they hope to see the Christmas decorations displayed and enjoy a special snack in the café. The childminder has a development folder in place for children in the early years age group. Photographs, children's drawings and observational comments are used to assess the development children make. The childminder demonstrates a good understanding of the areas of learning within the Early Years Foundation Stage. The childminder uses this information to plan next steps in children's learning and identifies specific activities to support children's development. However, these further activities are not evaluated, or observations carried out in order to link the development in children's learning and clearly track the progress made.

Children are encouraged to learn about keeping themselves safe and healthy. For example, they are involved in regular fire drill practises and the childminder talks to them about appropriate behaviour to minimise risks, such as, walking away from the swings to avoid any accidents. Children enjoy snacks of fruit, water and milk and nutritious home cooked meals such as shepherd's pie or chicken and vegetables. Children show an understanding of the importance of washing hands after using the toilet and before eating, which enables them to adopt healthy lifestyles.

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	3
The effectiveness of safeguarding	3
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	3
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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