

Inspection report for early years provision

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Inspection date	12/10/2009
Inspector	Sheila Iwaskow
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 2005. She lives with her husband and two children, aged seven and five years, in the Fearnhead area of Warrington. The house is close to shops, parks and public transport links. The whole of the ground floor is used for childminding purposes; this comprises of kitchen, lounge /diner, playroom and toilet. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be on the Early Years Register. She is currently caring for one child who is in the early years age group and attends on a part-time basis. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is available to provide care each weekday, on a full and part time basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children relate well to the childminder and her family. The childminder has a sound understanding of the Early Years Foundation Stage (EYFS) and inclusion is generally well promoted. A suitable range of activities are provided which help children make steady progress in their learning and development. Friendly relationships have been established with parents, helping to promote security and consistency in children's lives. The childminder shows a strong capacity for continuous improvement and is aware that key areas for improvement centre around developing further her relationships with parents and addressing some safety issues.

What steps need to be taken to improve provision further?

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

- make the gates in the back garden secure and review the storage of alcohol in the kitchen to ensure that it does not pose a risk to children's safety
- share observational records with parents and invite them to contribute
- work with parents to identify in more detail children's starting points with regard to learning and development
- link assessments securely to the elements of the framework in all six areas of learning to help track children's progress towards the early goals and identify specific learning priorities for children.

The effectiveness of leadership and management of the early years provision

The childminder has worked very hard since the last inspection to address the many actions raised and improve outcomes for children. For example, she now has a sound awareness of the indicators of abuse and procedures to follow should she be concerned about a child's welfare. A good range of well written policies covering issues, such as safeguarding children, equal opportunities and complaints, are given to parents to give them an appreciation of how the childminder's service works in practice. Behaviour is now managed in a manner that is suitable to the age and development of the child and the childminder has completed training in first aid to ensure that any minor accidents are dealt with in an appropriate manner. Clearly defined procedures are in place to vacate the house in the event of a fire and practised with the children on a regular basis. The childminder clearly understands the specific legal requirements relating to complaints.

The childminder has conducted a risk assessment of her home and for each outing. However, some safety features have been identified which pose a risk to children's safety; the gates in the back garden are not secure and alcohol in the kitchen is stored in a low level fridge which can easily be opened by the children. All day-to-day records, including a record of children's attendance and parental consents, are in place and organised to respect confidentiality. Furthermore, the childminder has undergone relevant checks with Ofsted to ensure that she is suitable to care for children.

Procedures for self-evaluation are developing well and take into consideration the views of parents and Sure Start. The childminder has completed a number of training courses since her last inspection and spent time working as a volunteer with another provider of the EYFS to develop further her knowledge and skills. Future training needs are well targeted to enhance the quality of care and education offered to children.

Parents are happy with the care that their children receive. Verbal and written feedback, via a daily diary, keeps parents suitably informed about how their children have spent their day. The childminder works well with parents to gather all relevant information to ensure that welfare needs are met in practice. However, although the childminder involves parents in identifying children's starting points with regard to learning and development, the information obtained does not contain sufficient detail to incorporate all six areas of learning. Observational records are shared with parents, although there is no evidence of parental contributions. Some valuable information, such as the registration certificate, the complaints poster and information on the EYFS curriculum are displayed as sources of information for parents. Links with other providers of the EYFS that children attend have been established.

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

Children benefit from being cared for in a home which is warm, clean and provides them with a large amount of space to move around freely and play in comfort. The premises are well maintained and rooms are light, bright and airy. Children also have the added convenience of having toilet facilities in the ground floor and direct access to the back garden from patio doors in the playroom, creating an enabling environment for all children. Some print is displayed in the environment and a balanced range of resources are easily accessible to help children acquire new knowledge and skills.

Written observations of children's progress are evaluative and clearly identify the next stages of learning. However, assessments are not securely linked to the elements of the framework to help track children's progress towards the early learning goals. Nevertheless, it is evident that a broad balanced curriculum is being delivered to the children and routines include a balance of adult-directed and child-led activities.

Children are settled in the childminder's care and behave. The childminder supports children as they play and forms close relationships with them. The relaxed atmosphere enables children to feel comfortable in expressing their wishes and desires. Many aspects of children's learning are developed spontaneously whilst children play and through the daily routine. For example, as children play with building blocks they are encouraged to name colours and count how many blocks they have used to make their model. Helping the childminder sort out the washing by putting socks into pairs teaches children about sorting and classifying. As children complete jigsaws and work out the numbers that comes after four and seven, problem solving skills are being fostered. Children enjoy listening to their favourite stories, identifying words that rhyme and playing outdoors where a pleasing range of resources are available to help them develop their physical skills.

Baking is a popular activity with the children, together with visits to the park to feed the ducks. Mark making materials are available and a varied range of creative activities are provided to help children develop their artistic talents. A suitable range of resources and activities are available to allow children to develop an appreciation of the cultures and beliefs of others. The childminder shows basic awareness of the differing learning styles of girls and boys and the importance of valuing linguistic diversity. Children also have lots of fun as they engage in meaningful role play, pretending to be cashiers in a supermarket, dressing up and playing with small world toys.

Children are well supervised and provided with opportunities to rest as well as be active. Drinks are within children's reach at all times and meals provided are well balanced and nutritious. Menus are available giving parents an appreciation of the quality of the food provided for their children. Hand washing is incorporated into the daily routine and the use of individual towels for hand drying stops infections being spread. A poster is also displayed in the bathroom to remind children of the importance of washing hands to get rid of germs. Close attention is paid to

teaching children about keeping themselves safe. For example, children are encouraged to tidy toys away to keep the environment free from hazards. They are also made aware of the importance of not talking to strangers and 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

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	2

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	2
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	2
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	3
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	3

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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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