

Inspection report for early years provision

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| Unique reference number | EY394417 |
| Inspection date | 09/11/2009 |
| Inspector | Susan Patricia Birkenhead |
| 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 2009. She lives with her husband and three children aged 12, four and three years. The family live in the Wistaston area of Crewe, close to schools, pre-schools, local facilities and transport links. All areas on the ground floor and bathroom on the first floor of the property are used for childminding purposes. There is a secure garden available for outdoor play. The family has a small dog.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children at any one time. There are currently four children on roll aged from nine months to six years, of these, three are in the early years age group.

The childminder has completed required basic childminding training.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, inclusive environment where the uniqueness of each child is recognised and in the main their welfare needs are met appropriately and children are protected from harm. The childminder's suitable understanding of the Early Years Foundation Stage learning and development requirements means that children make satisfactory progress towards the early learning goals. The childminder recognises the importance of self-evaluation, which is in the early stages due to the short period she has had children in her care, and demonstrates a commitment to continuous improvement during discussion. The childminder has a good partnership with parents to ensure a consistent approach to the children's care. The development of partnerships with other settings the children attend is an ongoing area of development.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment for each type of outing and maintain a record of these, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare).
- 23/11/2009

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

- continue to develop systems for monitoring and evaluating the setting, for

- example, by completing the self-evaluation form, fully identifying strengths and areas for future development, involving parents in this process
- ensure regular evacuation drills are carried out with children and document the details
 - further develop the systems for recording the children's daily attendance to clearly reflect the number of children present daily.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded because the childminder has a clear understanding of the indicators of abuse and relevant checks with Ofsted are in place to determine suitability. The childminder follows the informative child protection policy, which is shared with parents to safeguard children at all times. The childminder has completed a comprehensive risk assessment of her home and has taken steps to minimise risks to children by using necessary safety equipment, which includes a stair gate and fireguard. However, she has not undertaken risk assessments for outings involving the children, which is a breach in the requirements.

The childminder follows positive procedures to ensure effective partnerships develop with parents. They have access to the 'welcome pack', which contains the written policies; information is shared verbally and in writing on a daily basis using a diary for the young children. As a result, parents are informed of their child's well-being and activities, and they can contribute to ensure a consistent approach to their children's care. Parents complete the 'All about me' record system initially, which reflects the children's likes and dislikes and some developmental starting points. Links with other settings the children attend is an area of ongoing development to ensure continuity in children's learning and development.

The childminder has completed the necessary training. She shows commitment to attending additional training, which to date includes the self-evaluation workshop to promote better outcomes for children. The childminder begins to recognise areas for the continuous development of the setting, although systems for self-evaluation are in the very early stages. The professional record systems enable the childminder to suitably organise her approach to record keeping and ensure the children's needs are met and parents' wishes are respected. However, minor attention is necessary to the completion of the attendance record to ensure details are recorded accurately on a daily basis.

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

Children are happy and settled in the childminder's care and freely explore the well organised learning environment with confidence where they can select from the wide range of good quality play materials of their choice, therefore, promoting their independence and encouraging them to become active learners. The childminder positively interacts during play by discussing what they do and how

things work. She approaches play spontaneously and on occasion some activities are planned. The written daily routine provides structure to the children's day and reflects opportunities indoors and outdoors. This indicates a balance of child-initiated and adult-led activities. The childminder completes detailed observations regularly which are linked to all areas of learning. Systems are in place for the completion of assessments to summarise and monitor children's developmental progress towards the early learning goals. However, children's records do not always show their next steps in learning and the recording of information relating to the older children is in the early stages.

Children develop positive relationships and communication skills from a young age which are fostered well due to the childminder's interaction. They visit places, such as the park within the local community, making them aware of the wider world. They explore sounds using the interactive toys and babies are responsive through babbles and gestures to the noises they make. They learn to express themselves creatively using a variety of materials which include gloop and play dough. Babies happily recreate prints of their hands using paint when supported by the childminder. Children develop an understanding of colour and number as the childminder refers to these spontaneously during play. They explore sensory items and associate the musical instruments with dance as they move backwards and forwards copying the actions of older children. Physical development is promoted well as they play with resources in the garden which include wheeled toys and the trampoline. They instigate their own games and involve the baby by rolling the ball back and to. Babies crawl freely and use the furniture to pull themselves to standing under close supervision. As a result, children develop their balance, coordination and spatial awareness. All activities sufficiently contribute to the children's future economic well-being.

The childminder is effective in promoting children's good health through the daily routine, which means they develop a positive awareness of personal hygiene. Parents' wishes to provide food for the younger child are respected and children receive a variety of healthy foods reflected in the detailed menu. The appropriate management of children's behaviour means their achievements are rewarded through praise. The childminder discusses their inappropriate behaviour with them and makes them aware of the effects this has on others. As a result, children learn to play cooperatively and respect the house rules on display. They learn to stay safe because the childminder establishes boundaries outdoors and practises road safety during walks. Babies appear safe as they happily leave the childminder's side to explore their environment and snuggle into the childminder if they are upset or tired. However, children do not currently practise emergency evacuations to further support their understanding of staying safe. The childminder shows a sound understanding of equality promoted through the display of posters and resources, which reflect positive images of diversity. However, she recognises this as an area of future development to broaden children's understanding of different cultures through activities. Children of all ages are fully included in activities, for example, babies are supported to enable them to assist the older children in creating the autumn picture.

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

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| 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 | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| 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 | 3 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

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| 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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