

## Inspection report for early years provision

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<b>Unique reference number</b>	315115
<b>Inspection date</b>	02/11/2009
<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 1996. She lives with her three daughters in the Woolston area of Warrington, close to local schools, parks and shops. Her two elder daughters are aged 15 years old and 12 years old and her youngest child is 19 months old. The whole of the ground floor of the childminder's home is used for childminding purposes and this comprises of the large dining kitchen, lounge, playroom, utility room and toilet. There is a fully enclosed garden for outside play.

The childminder is registered for a maximum of five children under eight years old at any one time, no more than three of which may be in the early years age group. She is currently minding two children, both of whom are on the Early Years Register. Children attend on a full time basis and are all aged two years old. To provide for the care of older children, the childminder is also registered 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 National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming family home. They are happy in a setting where they are valued as individuals and inclusion is well promoted. The childminder has a secure understanding of most aspects of the Early Years Foundation Stage (EYFS) and the underlying principles. Activities are age related, fun and help children develop skills for the future. Good relationships have been established with parents. The childminder is keen to develop her childminding practice further 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:

- ensure that Ofsted are informed of significant events (Suitable People). 09/11/2009

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 and identify future learning priorities 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**

Clear procedures are in place to safeguard children. The childminder has undergone relevant checks with Ofsted to ensure that she is suitable to work with children. In addition, she recognises the importance of having her own children checked as soon as they turn 16 years old. Children are well supervised and all the necessary safety features are in place to protect them from harm. Daily checks are undertaken by the childminder to ensure the safety of her home and this information is recorded. Written risk assessments have also been compiled on each specific outing enjoyed by the children. Furthermore, the childminder has a secure understanding of the indicators of abuse and procedures to follow should she be concerned about a child's welfare. Contingency arrangements are in place in the event of an emergency and a visitors book is maintained. However, the childminder has failed to inform Ofsted of the birth of her youngest child. This is a breach of legal requirements. However, this oversight has no impact on minded children, as the childminder includes her own daughter within her current registered numbers. Consequently, she is not over minding and her conditions of registration have been altered accordingly at this inspection.

A good range of written policies and procedures are discussed and made available to parents to give them an understanding of how the childminder's service works in practice. Informal chats at the end of the day and written information on sleeps, meals and activities provided are included in a daily diary. The childminder works closely with parents to establish children's welfare needs and starting points with regard to the learning and development requirements of the EYFS. Ideas and suggestions are also provided to help parents develop their children's learning at home. Observational records are also shared with parents, however their contributions are not invited. The childminder is aware of her responsibility to work with other providers of the EYFS that children attend to provide continuity in their care and learning. Parents are happy with the care afforded to their children.

The childminder demonstrates a strong capacity to improve. Since her last inspection, she has attended a number of courses to help her in the delivery of the new framework. She gathers information on new practices from childcare publications and works very closely with other childminders, sharing ideas and examples of good practice. Through discussion the childminder is accurately able to identify her many strengths and prioritise areas for further development. The views and comments of parents are also taken into consideration. All recommendations made at the last inspection have been met. For example, all day to day records relating to children are in good order, organised to respect confidentiality and available for inspection by the regulator.

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

The childminder's home is well presented, warm and creates an enabling environment for all children. All necessary facilities are accessible on the ground

floor and children have the added luxury of having direct access to the back garden from the playroom. Examples of children's artwork and educational posters are displayed in the playroom, which gives children a sense of belonging within the setting. All rooms benefit from lots of natural sunlight and good standards of cleanliness are maintained. The childminder recognises the importance of valuing linguistic diversity and that the learning styles of girls and boys may differ. Children learn to value and appreciate differences through planned activities and resources available.

The childminder clearly understands that children learn best through first hand experiences which reflect their personal interests. Activities provided cover all areas of learning and all children are included. Routines include a balance of adult-directed and child-initiated play. Systems to monitor children's progress are developing well. Photographs and written observations help to build up a picture of the milestones children have achieved. However, assessments are not linked to elements of the framework, which makes it difficult to see how the childminder is tracking children's progress towards the early learning goals. A good range of quality resources are available to allow children to acquire new knowledge and skills.

Children share warm relationships with the childminder. Young children receive lots of hugs and cuddles and she is very attentive to their needs. As a result, children are happy and secure in her care. Strong emphasis is put on developing children's self-help, social and language skills. From an early age children are taught the importance of sharing. The childminder speaks to the children in gentle tones and celebrates their achievements, which helps to promote their confidence and self esteem. Children love listening to their favourite stories and all snuggle in close as the childminder reads to them. Reciting their favourite rhyme and joining in with the actions is a popular activity with the children. New and interesting words, such as 'pepper pig' are introduced, to further help develop children's acquisition of language. The childminder talks to the children about shape and mathematical language is routinely used throughout the day.

Children enjoy many outings in their immediate locality and take part in daily discussions about the weather. Creative opportunities are well thought out and incorporate natural materials. For example, children had lots of fun making a puppet theatre from a large wooden box. Physical play is well promoted both within the home and outside. Indoors children roll soft balls and play games with a large parachute. Children play out in all weathers, suitably clothed to protect them from the elements. A pleasing range of resources are available outdoors to allow children to develop their physical skills.

Children learn how to keep themselves healthy by taking regular drinks and eating nutritious meals and snacks. Sensible conventions, such sitting at the table whilst eating food, are followed and good manners are promoted. Good nappy changing routines are in place and hand washing is incorporated into the daily routine. Children are appropriately restrained when travelling by car and out walking with the childminder. By practising fire drills, being made aware of the potential dangers of the road and of the importance of not talking to strangers, children are learning to keep themselves safe.

## 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	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	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 (Providing information to Ofsted). 09/11/2009

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 (Providing information to Ofsted). 09/11/2009