

Inspection report for early years provision

Unique reference number	EY393615
Inspection date	11/01/2010
Inspector	Denise Sixsmith
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 2009. She lives with her husband and two children, aged three and five years in the Leyland area of Preston. The home is accessed at ground floor level, to the front of the property. Areas used for childminding on the ground floor include, the lounge, dining room and toilet facilities; access to the kitchen is restricted. A spare bedroom and the family bathroom on the first floor are also used. There is a fully enclosed rear 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 two may be in the early years age range. She is currently minding two children in this age group. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a caring home from home environment for the minded children. Children are happy and settled with the childminder in a welcoming service which meets individual children's needs well. The childminder ensures that children make steady progress in their learning and development because she follows the requirements that are set out in the Early Years Foundation Stage (EYFS) framework. Most required records are in place and clear policies and procedures ensure the safety and welfare of children. The childminder reflects upon her practice, but assessment systems to identify key strengths and areas for improvement are not firmly established.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given. (Promoting good health) (also applies to both parts of the Childcare Register)
- 25/01/2010

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

- develop resources that provide positive images that challenge children's thinking and helps them to embrace difference in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- develop the self-evaluation system to ensure that assessment is set against robust and challenging quality criteria

- update the record of risk assessment to include any assessments of risks for outings.

The effectiveness of leadership and management of the early years provision

The childminder is aware of safeguarding issues, and the signs and symptoms of abuse. She has a list of contact details should she have concerns about a child in her care. The childminder has devised written policies and procedures, which work to promote children's welfare and ensure appropriate practice. Children play safely because the childminder has put safety procedures in place, such as safety sockets, a fire blanket and safety gates. The childminder has ensured that risk assessments have been undertaken, however, the written record does not contain individual outings. The childminder organises her home well to ensure children have space to play, access toys and can move around freely. She has developed and added to her resources since registration and has identified that resources that positively reflect diversity are less well developed. Most documentation is in place to support the appropriate management of the service and the safety and welfare of the children. However, a copy of parental permission for the administering of each medication is not in place which is a breach of requirements. The childminder ensures that she keeps her first aid knowledge up-to-date, and has a first aid box in place to ensure that she can deal with minor emergencies.

The childminder is able to informally identify some of her own strengths and weaknesses, but does not use a formulated system for self-evaluation. This means she is not able to show how she will secure a robust programme of continuous improvement. She is enthusiastic about enhancing her personal development and attending future training to build on her childcare knowledge to enhance the quality of the service she provides. She is aware that systems for sharing information between settings providing the EYFS for children need to be developed.

The childminder develops friendly relationships with parents and provides them with appropriate information about her service. This is done verbally during pre-visits and by sharing clear, comprehensive, written policies and procedures. The childminder values each child's individuality and works to meet their needs and to promote their learning and development. She has a committed approach to childminding and works closely with parents, to ensure each child's routines and interests are met. Appropriate daily communication, either verbally or by the use of a daily diary, ensures parents are kept well informed and they are able to contribute appropriately to their child's care. Parents spoken to value the friendly and supportive approach the childminder has towards them and are very happy with the service they receive from her.

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

Children are settled, happy, confident and demonstrate a sense of belonging in the childminder's care. The childminder is developing her understanding of the requirements for the observations and planning required to support and enhance the children's learning and development through discussions with other childminders and attendance at training for the EYFS framework. The children are making steady progress towards the early learning goals. They enjoy their play and move around confidently in the appropriately arranged living room, dining area and playroom, where they are kept warm, comfortable and safe. The childminder provides a balanced range of activities indoors and outdoors and has plenty of large scale outdoor equipment for the children which is enhanced through visits to local parks. Children are settled and happy. Playtimes fit in around children's welfare needs, and they enjoy sitting on the floor with the childminder for stories or playing with the pretend food, practising cutting it in half and cooking it on the play barbeque. Children develop their creative skills well as they glue and stick to produce collages with leaves and other materials collected when on walks in the park. The childminder is very aware of the children's favourite toys, for example, the young children enjoy playing with the bear with the interactive back pack which makes it speak or waggle his ears. Children develop their building skills with the blocks and engage in small world play with the wooden play house and furniture.

Space is used effectively; enabling children to move confidently around the home and learn how to be safe, for example, learn basic house rules, to promote safety such as not jumping on furniture under the watchful eye of the childminder. Older children learn about crossing the road and being safe on outings. Children have warm and trusting relationships with the childminder and they relate well to her kind, warm personality. Her interaction with children is positive, for example, she offers frequent cuddles to younger children and as a result, they are happy and settled in her care.

They learn about numbers and counting through everyday activities, and readily use information and communication technology resources to develop skills for the future. Children develop their social skills very well as they play cooperatively together under the guidance of the childminder. They attend toddler groups with the childminder to broaden their horizons and develop an understanding of the wider world. They receive positive messages from the childminder to promote good manners and enhance their confidence and self-esteem. The childminder manages children's behaviour by using positive methods appropriate to their level of understanding. Praise and encouragement is used readily, to enable children to develop their confidence and good levels of self-esteem.

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	3

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	3
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	3
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	3
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:

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 specified in the early years section of the report (Records to be kept) 25/01/2010
- ensure that a written statement of procedures is in place in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints) 25/01/2010

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 specified in the early years section of the report (Records to be kept) 25/01/2010
- take action as specified above in the compulsory section of the Childcare Register. (Procedures for dealing with complaints) 25/01/2010