

## Inspection report for early years provision

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<b>Unique reference number</b>	EY395302
<b>Inspection date</b>	13/01/2010
<b>Inspector</b>	Jane Shaw

<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 2009. He lives with his wife and one child aged eight, in Grappenhall, Warrington, Cheshire, close to parks, shops, schools, pre-schools, other childcare groups, the library and transport links. The whole of the house, with the exception of a spare bedroom, is available for childminding, and there is access to an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with another childminder he may care for 10 children under eight years, of whom no more than six may be in the early years age range. The childminder works with his wife who is also a registered childminder. Both have equal responsibility for the childminding practice. Currently they are caring for five children in the early years age group. They also care for older children. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The household have two cats as family pets.

The childminder attends a variety of local toddler and other childcare groups, and is a member of a local childminding group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and his co-childminder provide an inclusive environment where all children are welcome and have equal access to the activities and opportunities on offer. The childminder is aware of each child's individual needs and abilities and as a result their welfare is successfully promoted. The childminder and his co-childminder have a very clear knowledge and understanding of the Early Years Foundation Stage learning and development requirements and this means that children are making good progress towards the early learning goals. Highly effective partnerships with parents and carers ensure that they are kept up to date with their child's development and well-being. Effective links with other settings help to create positive relationships to ensure that the needs of all children are well met. The childminder and his co-childminder have a clear understanding of their strengths and areas for development and are proactive in taking steps to improve their practice, expertise and the service they provide.

## What steps need to be taken to improve provision further?

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

- ensure the daily attendance register accurately reflects children's attendance at all times
- ensure the child protection policy includes the procedure to be followed in the

event of an allegation being made against the childminder or a household member.

## **The effectiveness of leadership and management of the early years provision**

Required checks to confirm suitability were completed by Ofsted on the childminder at the time of registration. The childminder and co-childminder have a clear understanding of their role in protecting children from harm and demonstrate an understanding of the indicators of abuse. There is a written child protection policy, a copy of which is provided for all parents and carers; this ensures that they are fully aware of the childminders' responsibility to protect their children from harm and the procedure for dealing with any concerns. However, this policy does not include information on the procedure to be followed in the event of allegations being made against the childminders or household members.

All legally required records and documentation are in place and kept in a secure and confidential manner, however, the attendance register does not accurately reflect some children's attendance. The childminder takes overall responsibility for conducting risk assessments of the premises and outings and has undertaken appropriate training. Daily checks of the premises are completed before children's arrival, ensuring their safety. Risk assessments are reviewed on a regular basis and are undertaken for each new outing, special considerations, such as changes in the weather, the purchase of new resources or when new children start.

The childminder and his co-childminder have begun to implement systems for self-evaluation, and are able to clearly identify their strengths and areas for future development. He shows a commitment to the development of his skills and knowledge by accessing training.

Children have access to a wide variety of resources and materials to support their play, learning and development, independently accessing resources. For example, children select from the range of age-appropriate toys in storage boxes within the main play area. They are able to freely move around the available space making decisions about their play and resources. They are able to make choices about activities, for example, when returning from a morning at pre-school they are able to relax, sitting quietly reading books or listening to a story.

The childminder provides an inclusive environment, where all children are welcomed and have equal access to the activities on offer. Children have access to a variety of resources and materials to support their understanding of diversity, for example, books, play figures, discussion and the celebration of various festivals throughout the year, such as Australia day.

The childminder has developed good relationships with other settings that children attend, liaising with teaching staff and children's key workers, discussing their development and activities. This ensures that the needs of all children are well met and that all parties are working co-operatively.

Highly effective partnerships with parents and carers are in place which supports children's placements extremely well. They have access to an individual starter pack which includes information on daily routines and activities, and a disc containing policies and procedures. Verbal feedback is given to parents and carers as they collect their children at the end of their minded day. They also receive a written daily diary and are reminded that they have access to their child's developmental record at any time. Parental questionnaires have been given to parents and carers seeking their views on the setting. Thank you cards from parents, carers and children show their appreciation and satisfaction with the service.

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

Children are very happy and settled in the childminder's and co-childminder's company. They freely access resources from those set out for them or make suggestions to the childminder for additional resources. As a result they are becoming independent, are able to make decisions about their play and, therefore, are becoming active learners. The childminder interacts extremely well with children; he is calm and supportive, encouraging them in their activities where appropriate. The childminder has a sound understanding of the areas of learning and provides the children with a range of activities and opportunities based upon their interests. He is very much aware of each child's needs and abilities and makes appropriate arrangements for their individual learning. At the end of each day, the childminder meets with his co-childminder to evaluate the day, discuss how children have responded to activities and how they can build on their skills and interests. Activities are closely matched to children's individual stages of development and, as a result they enjoy learning and make very good progress in all areas.

Children's individual needs and abilities are discussed with their parents and carers prior to them starting. The childminder and co-childminder complete observations of children's activities, both spontaneously and at planned opportunities, and use these to complete developmental files, clearly identifying the next steps in children's learning. Both childminders record observations for all children, but they are developing a key person system. Planning of activities takes into account children's individual skills and abilities, evaluations of activities and the dynamics of the group of children attending each day.

Children appear and confirm that they feel safe during their day. Risk assessments and daily checks of the premises, and the regular practising of fire evacuations, ensures children's safety at all times.

Effective procedures are in place to promote children's good health through the daily routine, for example, children are reminded to wash their hands after using the toilet and before meals. The childminder has a good knowledge of nutrition and plans a varied menu for the children, which is both healthy and appetising. They have access to drinks at all times. Children have regular opportunities for outdoor play, fresh air and physical exercise within the outdoor play space or away

from the setting.

A positive behaviour management policy ensures that children's behaviour is good. They learn to share and take turns with resources and as a result learn to develop positive relationships with one another. Children are becoming confident, are developing self-help skills as they select resources for play, and are enthusiastic. They are developing good language and communication skills as they talk to the childminder and other adults present. They understand how books work as they independently read books and thoroughly enjoy listening to stories which are very well read by the childminder. They have opportunities to visit the local library regularly.

Children are beginning to develop an understanding of mathematics as they use a variety of resources and activities to count, problem solve, match and sort and recognise shapes. Children are involved in celebrating festivals, are encouraged to consider others, their environment and the wider world, and enjoy the natural world as they observe the different animals and birds that enter the garden. They enjoy growing and caring for a variety of vegetables and fruit within the garden, for example, peas, potatoes and apples. Children explore a range of technological and push button resources, and construction. Physical development is promoted as children play with resources in the garden, enjoy walks to feed the ducks and tobogganing during the snowy weather. Hand-eye coordination is progressing as they are involved in craft activities and activities that require dexterity, such as shape sorters, jigsaws and threading. They explore sounds using interactive toys, listen to music, dance and enjoy a variety of creative and sensory activities and baking. They are developing imaginary skills as they use dressing-up clothes and other resources.

## 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	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met