

Inspection report for early years provision

Unique reference number	142324
Inspection date	19/11/2009
Inspector	Susan June Stone
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 has been registered since 1997. She lives with her husband and adult sons in a semi-detached house situated in the village of Walton. Minded children have use of all downstairs rooms, comprising a kitchen and dining room, conservatory and associated facilities. There is also a downstairs lounge, which is only used for sleeping children and a converted garage area where they can go to watch television. There is an enclosed garden at the back of the house for outdoor play activities. There are no household pets.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. At present she is caring for ten children part time, of whom three are in the early years age range, and five are aged over eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time with the childminder and their welfare is protected through satisfactory procedures; they are included equally and fairly in all aspects of the childminder's provision. Their individual care and learning needs are met appropriately and partnership with their parents and carers ensures consistency of care. Children's individual interests are supported and appropriate activities are provided; as a result, children are making suitable progress in their learning and development, although the childminder is not fully familiar with the learning and development expectations of the Early Years Foundation Stage (EYFS). The childminder has not yet implemented an effective system to evaluate her provision to help highlight areas for development to continue to improve the quality of care and education for children.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage
- update first aid training by completing an appropriate paediatric first aid course
- develop further systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- update the complaints policy to include all required details.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable understanding of safeguarding children's welfare; she has a satisfactory understanding of how to recognise signs and symptoms of abuse, which helps to protect children from harm, and is aware of the procedures to follow should she have any concerns about a child in her care. Adults in the home have undergone relevant checks to ensure their suitability to be in regular contact with children. The childminder completes detailed risk assessments to ensure that children play in a secure and safe environment, both in the home and garden. She assesses potential risks when taking children on outings; helping to ensure their safety and welfare. She is consistently vigilant regarding hazards and assesses the areas, activities and resources used by the children to ensure they are safe. The childminder suitably organises her premises so that children have free access to toys and resources which are clean and well maintained. Children are able to make choices in their play, as toys are stored where they can be easily reached by the children, which include resources that reflect positive images of diversity within today's society, demonstrating the childminder's positive attitude towards enabling children to learn about difference and to develop respect for others.

The childminder knows the children well and works closely with parents to meet children's individual needs and routines. She offers an inclusive setting for children and their families, and is respectful of their wishes and needs to provide continuity of care for the children. She offers time daily to talk with parents to help identify and meet children's individual needs and requirements with some verbal links being established with other providers, like pre-schools where the children attend, helping to ensure consistency of care. Policies and procedures are available to parents but some do not contain all required details such as the complaints policy.

Systems for self-evaluation are in their early stages and are not yet fully developed to enable the childminder to evaluate her provision thoroughly. The childminder informally evaluates her practice and recognised her first aid certificate had become out of date and made arrangements to update this. However, the course attended is not acceptable as it was not a twelve hour paediatric first aid course. Recommendations raised at the last inspection have been addressed; as a result, aspects of safety have been improved by the introduction of effective risk assessment and information and consents from parents have been improved. The childminder has not fully embraced the introduction of the EYFS though, and as a result is not sufficiently aware of the learning and development requirements.

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

Children are happy, settled and secure in the care of their childminder. They make good relationships with her and her family and benefit from a caring, homely environment, where they enjoy their time at the setting. A strong attachment between the childminder and children promotes their sense of security, enables

them to separate from parents confidently and to respond without anxiety to unfamiliar adults. The childminder has a suitable understanding of how children learn and develop through their play and instinctively supports children from a young age to make progress in their learning and development. However, as her knowledge and understanding of the framework has not been sufficiently developed, the childminder does not plan effectively to ensure the expectations within the EYFS framework are being suitably addressed, to help encourage children to develop to their full potential in all areas.

Children's emotional well-being is suitably supported, as the childminder dedicates her time to supporting and interacting with them. The children are well behaved; the childminder is a positive role model for the children with her calm, friendly manner. They increasingly follow her expectations, and gain self-esteem through the use of praise and encouragement. The childminder is suitably involved with the children as they play, she manages activities well to ensure all children can participate at their own level and gain from the experience. The children enjoy playing with the play dough, exploring the texture, manipulating it with their hands, to make 'worms' and use rolling pins and cutters to make different shapes like aeroplanes. Children use their imagination appropriately in creative activities, such as role play. They dress up and pretend to be policemen, talking on their police telephone, or take their baskets to the shops to go shopping for their groceries. The childminder talks to them throughout their activities, broadening their understanding and encouraging language and communication through discussion. She asks the children what they are doing and is appropriately involved in their play. The childminder divides her time well between the children, encouraging them to share, such as, making the train track, ensuring all children have sufficient pieces to make their own tracks to their own designs. She encourages them to reach a solution for themselves by estimating the pieces they will need, such as, making the bridge or crossing the track to make a figure of eight. The children enjoy good individual attention and it is evident that close, caring relationships have been established.

Children learn about good health and hygiene when with the childminder. They benefit from the fresh air either playing in the garden or going for walks in the local community. They wash their hands after using the toilet and after messy activities, using their own towels for hand drying. They learn good mealtime etiquette as they sit to the table to eat their meals and snacks, waiting for their peers to finish before leaving the table. The childminder's home is safe and she helps children to develop an understanding of dangers and how to stay safe. Clear explanations from the childminder help children to take responsibility for their own safety, such as sitting on chairs sensibly and they learn about road safety using the pedestrian crossings when out walking on the busy roads.

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----