

## Inspection report for early years provision

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<b>Unique reference number</b>	502609
<b>Inspection date</b>	21/01/2010
<b>Inspector</b>	Susan Patricia Birkenhead
<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 2001. She lives with her two children aged 13 and 11 years. The family live in the Great Sankey area of Warrington close to schools, pre-schools, local facilities and transport links. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a secure garden available for outdoor play. Family pets include a dog.

This provision is registered 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 six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding one child in this age group on a full-time basis. 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 children settle well and are happy and secure. Her understanding of the learning and development requirements is developing and, as a result, she provides appropriate opportunities through play to extend children's learning. The childminder works sufficiently well with parents to ensure children's welfare needs are consistently met and recognises the need to forge links with other settings children may attend in the future. The childminder is enthusiastic about the continuous development of her service and is beginning to use self-evaluation to reflect on some practices, clearly outlining some areas for further development.

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

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

- ensure regular evacuation drills are carried out and details recorded
- further develop the observations and assessments using the children's developmental starting points as a baseline to monitor their progress towards early learning goals and involve parents in their learning by sharing records held
- ensure the written behaviour management policy in place is reviewed to reflect the more positive approach to the management of children's behaviour
- ensure parents are made aware of the procedures for complaints and safeguarding children.

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

Children are sufficiently safeguarded because the childminder has completed the necessary checks to determine her suitability. She has a suitable understanding of the indicators of abuse and knows to refer any concerns to the local safeguarding teams using the reference materials in place.

The childminder organises her home appropriately using daily checklists of risk assessments and the necessary safety equipment, and individually records outings. These are reviewed regularly and ensure risks to children are minimised. The childminder's suitably organised approach to maintaining records ensures the needs of the children are met and parents' wishes are respected. Registers record children's attendance accurately on a daily basis, and information regarding the administration of medication and accidents is sufficiently well documented. The childminder clearly shows some awareness of where she needs to further improve her practice and is keen to attend additional training to promote better outcomes for children. Attention given to the previous recommendations raised means the childminder is now qualified in paediatric first aid and a fire evacuation plan is in place. However, not all policies, such as, complaints and child protection are fully implemented.

Systems for sharing information with parents are sufficient and include the completion of the child's records, contracts and verbal feedback or text messages daily, making them aware of their child's well-being and activities. In addition, some information is on display regarding the childminder's registration, the parent poster and general details. However, entries to the children's files regarding their development are not currently shared with parents to enable them to contribute to their learning. The childminder recognises this as an area for future development. The children currently cared for do not attend other settings. However, the childminder understands the importance of developing partnerships with other providers to promote a complementary approach to the delivery of the Early Years Foundation Stage.

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

Children are happy and secure within the childminder's care due to the warm and caring approach she fosters. They move around freely and with confidence under the childminder's close supervision and a range of appropriate play materials is set out prior to the children's arrival. Posters and children's photographs on display in the designated playroom further contribute to the welcoming environment. The suitable deployment of resources enables children to make some choices independently. They select items of their choice from the resource boxes and, with the childminder's assistance, learn how to play with different items to develop their learning. The childminder positively interacts during play, providing individual support to meet the children's needs, which contributes to the inclusive environment. She naturally incorporates number and colour into conversations and play, further promoting children's learning from a young age. Children giggle in

response to her interaction during play, which creates an atmosphere of fun and enjoyment as they learn.

The childminder is beginning to develop an understanding of the learning and development requirements; as a result, she provides suitable activities to encourage children's play and learning. Basic systems for recording children's observations are generally linked to the areas of learning and some dated entries are supported by photographic evidence. However, there is insufficient information to effectively monitor the progress they make towards the early learning goals. Informal planning of activities is limited to the more structured times for weekly visits to toddlers and some creative activities. Therefore, it is not clear that all areas of learning are covered in sufficient depth over a period of time.

Children learn about sorting and matching with the childminder's support as they complete basic inset puzzles linked to letters and are delighted with the praise when they achieve it for themselves. Children experience water play, although some creative activities, such as painting, have been restricted due to their young age. They learn to make marks as they create patterns with their fingers in the flour and begin to draw using chunky crayons, which contributes to the development of their handwriting skills. Young children develop their physical skills and proudly show how they pull themselves to standing using the furniture and walk towards the childminder's open arms. They roll the ball and crawl after it and involve the childminder in the game they play. Some resources are available to help children learn about technology from a young age. They learn which buttons to press on the interactive toys to create sounds and flashing lights, therefore contributing to their sensory development. In the main, the range of activities offered generally supports children's future skills.

Children are responsive to the regular praise they receive and repeat their actions as the childminder claps and cheers their achievements during play. This contributes to the development of children's confidence and self-esteem. However, the childminder's written policy for behaviour management does not fully reflect the positive methods she uses. Young children indicate they feel safe as they cuddle into the childminder when they feel tired and are happy to leave her to explore their environment. However, regular evacuations drills are not carried out with young children to further support their learning. The childminder recognises the importance of providing children with a healthy diet and children have regular drinks during play to ensure they remain refreshed and hydrated. She currently accommodates parents' requests to provide meals for children and stores them in line with food safety standards.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

- develop a written statement of the procedures to be followed 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) (also applies to the voluntary part of the Childcare Register) 04/02/2010
- develop and implement a written statement of the procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register). 04/02/2010

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 compulsory Childcare Register section of the report (Procedures for dealing with complaints) 04/02/2010
- take action as specified in the compulsory Childcare Register section of the report (Arrangements for safeguarding children). 04/02/2010