

Inspection report for early years provision

Unique reference number	EY285106
Inspection date	13/01/2010
Inspector	Jane Shaw
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.

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 2004. She lives with her husband 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 she 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 her husband 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 has two cats as family pets.

The childminder attends a variety of local toddler and other childcare groups, is a member of a local childminding group and the National Childminding Association. She holds an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-childminder provide an environment where all children are welcomed and included and have equal access to the activities and opportunities offered. Each child's individual needs and abilities are well known and taken into account and the childminders are able to successfully promote their welfare, learning and development. A clear knowledge and understanding of the Early Years Foundation Stage learning and development requirements results in children progressing well towards the early learning goals. Partnerships with parents and carers are extremely well developed and ensure that they are kept fully up to date with their child's learning and development and general well-being. The childminder and her co-childminder have forged positive links with other settings children attend, ensuring that all parties are working together to meet the needs of all children. Monitoring and evaluation of the childminding service is ongoing, and the childminder and co-childminder are aware of the strengths of their setting and identified areas for development.

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 household member.

The effectiveness of leadership and management of the early years provision

Legally required vetting to confirm suitability was successfully carried out by Ofsted prior to registration. A sound knowledge and understanding of child protection issues and procedures and an awareness of the indicators of abuse ensures that minded children are safeguarded at all times. Written child protection, uncollected and missing child policies and procedures, which are made available to parents and carers ensures that they are clear about the childminder's role in promoting and protecting their children from harm. However, the child protection policy does not include information on the procedure to be followed in the event of allegations being made against the childminder or household members.

Records and documentation required by registration are all in place, reviewed regularly and kept in a secure and confidential manner; however, the attendance register does not accurately reflect some children's attendance. Although the responsibility for completing risk assessments lies with her co-childminder, the childminder is fully aware of the need to ensure that children are safe at all times and undertakes checks of the premises and equipment before children's arrival each day ensuring their safety.

The childminder and her co-childminder are committed to the ongoing improvement of the childminding service and, as part of this, regularly evaluate the setting. The childminder has a clear understanding of the need to reflect on practice in order to identify areas for further improvement. The childminder is committed to her continued professional development by successfully completing a formal childcare care qualification and other short courses. Recommendations raised at the time of the last inspection have been addressed.

The childminder provides the children with access to a wide variety of resources and materials to engage them in active learning. Children are able to independently select resources from those set out for them or from labelled storage boxes, and are able to freely move around the available play space making choices about their play.

All children are included and made welcome and have access to a number of resources and activities to promote their understanding of their own environment and culture and that of the wider world. For example, children celebrate a number of festivals from around the world, are involved in discussion and access resources, such as books and play figures.

The childminder liaises closely with other settings minded children attend. The childminder discusses children's development, activities and general well-being on a regular basis with teachers and pre-school staff.

Partnerships with parents and carers are outstanding and as a result children's placements are very well supported. The childminder takes responsibility for developing policies and procedures, and discusses children's individual needs and abilities with them before their children start. She provides them with a starter pack of information which includes information on daily routines and activities, policies and procedures. Parents and carers receive verbal feedback upon collection along with an individual daily diary, and have access to their children's developmental record at any time. Parents and carers receive questionnaires on a regular basis seeking their views on the setting and their child's development. These along with thank you cards from children, parents and carers indicate that they are fully satisfied with the service.

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

Positive interaction between the childminder and children results in happy and settled children and an environment which is conducive to their very good learning and development. Children freely access resources from those set out for them or from the accessible storage boxes, therefore they are becoming independent and confident learners. The childminder has a very clear understanding of the areas of learning and ensures children participate in a variety of activities and opportunities based upon their interests. The childminder and co-childminder evaluate activities at the end of each day, discuss how children have responded to activities and how they can build on their skills and interests; this enables activities to be planned to meet children's individual abilities, as a result children enjoy their learning and make very good progress in all areas. Children's individual starting points are discussed with their parents and carers prior to starting, enabling the childminder to pitch activities appropriately.

Both childminders complete observations of children's activities, spontaneously and at planned opportunities and use these to complete developmental files, clearly identifying the next steps in children's learning. A key person system is in the process of being implemented. 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.

All children present at the time of the inspection appeared safe, and those children able to verbalise their opinions confirmed that they feel safe during their day and enjoy the range of activities on offer. Risk assessments, 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 an appropriate knowledge of nutrition and encourages children to eat a varied diet. Children have access to drinks at all times. They also learn the importance of having a healthy lifestyle and physical exercise as they enjoy regular opportunities for outdoor play and fresh air

by using the rear garden or trips away from the childminding 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 and enjoy visits to the local library.

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, recognise shape and size, and are developing an understanding of sequencing during threading activities. Children celebrate a variety of festivals from their own country as well as the wider world. They enjoy nature as they are involved in growing seeds and plants in the garden and as they feed the ducks in the local park. Children explore a range of technological and push-button resources and construction. Hand-eye coordination is progressing as they are involved in craft activities and activities that require dexterity, such as shape sorters and jigsaws. Children enjoy a variety of sensory activities, for example, as they play with play-dough, paint and other malleable materials, and enjoy being creative as they bake. They enjoy listening to music and playing the different musical instruments available. 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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