

Inspection report for early years provision

Unique reference number	EY401415
Inspection date	08/04/2010
Inspector	Rachel Ruth Britten
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 2009. She lives with her husband and one child aged two years. The family live in Middlewich. Most areas of the property are used for childminding purposes. There is a secure garden available for outdoor play. Family pets include one cat.

The childminder is registered to care for a maximum of five children at any one time, two of whom may be in the early years age range. She operates all year round and offers overnight care for one child. There are currently five children on roll aged from ten months to 13 years; one of these is within the Early Years Foundation Stage. The care for children aged over five years is registered by Ofsted on both parts of the Childcare Register. The childminder is able to support children who speak English as an additional language.

The childminder has completed the required basic childminding training.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder recognises the children's individual needs and supports each one well, so that they make good progress. Overall, children's welfare is good, promoted through the childminder's vigilance, care, attention, routines and organisational skills. However, some records and procedures are not being completed robustly, which holds back higher standards of safeguarding. Partnerships with parents are professional, warm and sensitive. The childminder observes good practice at childcare venues, such as Sure Start Children's Centres. She is receptive to training and advice, and is using the Ofsted self-evaluation tool to reflect on her developing practice and plan continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that all policies and procedures work effectively, in particular, provide a lost child procedure; ensure that the daily register is kept accurate as children arrive and depart; and ensure that accident and medication records are robustly maintained to protect all parties (Safeguarding and promoting children's welfare).
- 25/04/2010

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

- make initial and periodic summary assessments to show how children are

progressing and use these to plan next steps in conjunction with parents and any other involved childcare providers

- ensure that outings are planned using specific risks assessments which can be reviewed each time that outing is undertaken.

The effectiveness of leadership and management of the early years provision

Overall, the children are well safeguarded. The childminder keeps the house exits locked and uses safety equipment, such as listening devices and safety gates which are appropriate to the ages of the children in attendance. The emergency evacuation plan has been practised with the children and there is a nearby emergency back-up childminder. However, the children's attendance is only recorded at the end of the day which means that there is no accurate record during the day of who is being cared for. The childminder has obtained details of who has parental responsibility and who is able to collect each child. She has a good understanding of child protection procedures and all adults in the home are vetted. The childminder only takes photos with parental consent and is vigilant and age-appropriate in teaching children how to play safely and take reasonable risks.

The childminder records significant accidents, but has not been robust enough about formal medication and accident records. As a result, some medication has been given with only verbal consent from parents, with written notes made only in the child's daily diary, rather than signed consents and acknowledgements in the medication and accident record book. Written risk assessments and daily checks are undertaken to ensure that the home and garden are safe for play and safety issues in the new home addressed. However, the risk assessment for outings is general and does not effectively support the safe conduct of each specific outing.

The childminder satisfactorily promotes equality of opportunity for all families and has established good quality partnerships with them. She makes her service very clear, using a welcome portfolio and a full set of policies and procedures which parents keep their own copies of. However, she has omitted the procedures to be followed in the event of a child going missing, and does not presently give copies of all policies to parents of older children. A daily diary and time spent talking to parents ensures that they are well informed of the progress their children are making, and that all necessary details of their routines and experiences are communicated each day.

The registration and public liability insurance certificates are displayed and information about individual children is well-organised for easy reference and maintenance of confidentiality. Files about the children's progress are established and parents are regularly shown the written observations being collated about their child. At present, parents are not closely involved in helping to establish their child's starting points or subsequent assessments and plans for their progress. However, the childminder is enthusiastic to develop her planning and assessment skills. Other childcare providers are not currently involved with the children on roll, but the childminder is confident to exchange plans for consistent and complementary care as required.

The childminder is able and enthusiastic to continuously improve, and works hard to meet the needs of each child while they are present. She provides a suitable range of toys and resources, craft activities and outdoor play experiences, and has a good understanding of how to challenge the children to make good progress. The childminder has a sufficient understanding of her strengths and weaknesses and is using the Ofsted self-evaluation tool to help her identify priorities for improving her childminding service. She is hoping to undertake further training, including safeguarding.

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

The childminder gives good support to each child and is successfully promoting their learning and development. She provides a good balance of indoor and outdoor play as well as attending a variety of social venues. The childminder organises daily routines to ensure that babies and toddlers receive plenty of one-to-one attention while others are resting. She uses appropriate books, mirrors, activity centres and toys for babies to reach for and develop their body awareness, senses and mobility. When children of varying ages are together, she skilfully includes them all. For example, school age children play a balancing blocks game with two-year-olds, patiently letting the little ones take turns, even though the toddler's digital dexterity and coordination is less refined and the block tower quickly falls down. Similarly, babies are included in baking and craft activities, sitting in the high chair and patting down the glued paper or feeling the texture of the baking ingredients.

The childminder questions and challenges the children to learn new things and consolidate what they know through their play. She helps them to stay safe and healthy, reminding toddlers to watch the step into the lounge from the play conservatory and teaching them not to eat the play dough because it tastes bad and will make their tummy hurt. The childminder ensures that babies' hands are washed after nappy changing, instigating good personal hygiene routines from the outset in preparation for toilet training later. She encourages each one to take their next steps and become increasingly independent: trying different fruits as finger food, or pulling themselves up to reach for musical toys. Play and activities are happy, enjoyable times, with plenty of warm interaction from the childminder who sings, talks, cuddles and plays alongside the children. The childminder sits on the floor or the sofa with them and creates cosy, secure places, such as the princess story tent, for them to play in. She plays peek-a-boo with them and touches and names their nose, mouth, ears and toes. As a result, babies settle well, go to sleep easily, and are becoming confident enough to be more active; for example, a ten-month-old is enjoying spending time walking on her toes with support and going in the baby walker.

Young children's communication and literacy are being fostered through constant communication and regular story and nursery rhyme time with the childminder. The childminder is presently using action songs, new finger foods and time in the garden to help a ten-month-old progress safely towards walking, and is increasing

their confidence, ability to make choices and healthy eating. The childminder also provides regular outings and trips to toddler groups and children's centres, to foster the children's social and physical skills, and knowledge and understanding of the world. She makes written observations of what children can do and matches these to the expectations of the six areas of learning. The childminder considers how she can promote and provide for each child's next steps and works in close communication with parents to make sure that her care is consistent and complementary to that provided by relatives and other carers. She is not presently undertaking initial starting points assessments with parents, and is not yet providing summaries of progress to show exactly how the children are progressing over periods of time. Nevertheless, parents comment in the daily diaries about how their children have 'come on' in the few months that they have been placed.

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	2

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	2
The effectiveness with which the setting deploys resources	2
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	2

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	2
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:

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:

- make copies of the written statements of safeguarding and complaints procedures available to parents (providing information to parents). 08/05/2010

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 (providing information to parents). 08/05/2010