

Inspection report for early years provision

Unique reference number	EY344116
Inspection date	16/06/2010
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 2006. She lives with her son aged 14 years. The family live in Sandbach. Most of the home is used for childminding purposes. There is a secure garden available for outdoor play. There are no pets kept on the premises.

The childminder is registered on the Early Years Register and on both 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. She operates all year round. There are currently two children on roll aged from two to six years. One child is within the Early Years Foundation Stage.

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 supports all children sufficiently and treats each one as an individual. She adequately supports every child to make sound progress in their learning and development. Children's health and safety are promoted well and safeguarding procedures are effective overall. Partnerships with parents and in a wider context are satisfactory, but information about children's progress and plans for their next steps are not clearly noted or shared. The childminder acts upon recommendations made at previous inspections, but has not used any self-evaluation or quality assurance tools. She regularly attends training and takes advice, demonstrating sound motivation and the capacity for continuing improvement.

What steps need to be taken to improve provision further?

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

- engage in cycles of review and self-evaluation in order to plan and make continuous improvements to the childminding
- identify clearly how well children are progressing against the expectations of the early learning goals and make clear plans to help them take their next steps
- ensure that there is planned, purposeful play which extends from children's expressed interests and fosters their progress.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children well. She supervises children closely and thoroughly uses risk assessments to ensure that the home environment and

outings are always conducted safely. She has improved gate security following incidents when children have been less well supervised by parents at collection time. She allows children to be active, but uses simple safety and behaviour rules to help them learn how to keep themselves safe, for example, sitting still to eat. Age-appropriate measures are used, such as reins for walking along roads with toddlers. Daily attendance registers, accident, medication and emergency evacuation records are suitably used, but not all concerns and previous injuries are fully logged. Policies and procedures are now well organised and parents sign that they have read these. Parents give written consent to numerous aspects of the service so that they clearly know about the care provided. They receive copies of the complaints procedures which are displayed, but they are not given written copies of the safeguarding procedures as required by the Childcare Register. The childminder has a good knowledge of child protection procedures and would not hesitate to report concerns. She has also established robust emergency back-up plans which are communicated to parents.

Parents give initial information about their child's needs and preferences when they first start and there is daily verbal feedback given to parents. However, parents are not formally asked for their feedback about the childminding and they are not encouraged to frequently view their child's development scrapbook. Children are not currently attending any other childcare providers, such as pre-school, but the childminder is considering ways to ensure that there is consistent care and sharing of learning priorities when children begin attending pre-school. The childminder is well motivated to improve her childminding and has been on training about the Early Years Foundation Stage; review and self-evaluation; speech and language development; and outdoor woodland play. She chooses training which suits her development needs and the needs of the children attending. However, she does not always implement her new ideas promptly to maximise the benefits to children. For example, she has not entered into any formal self-evaluation since doing the training and has not made use of her woodland play course yet. Nevertheless, she tries to use ideas from her speech and language course to encourage children to listen and speak using simple books and puppets. She is also considering undertaking professional training in childcare.

Improvements have been made to the garden and to the accessibility of all toys and resources, thus enabling children more choice about what they want to do. Useful prompts about hygiene and safety with picture cues are displayed at child height to help promote good habits and behaviour. Similarly, certificates and parent information are clearly displayed in the kitchen. The childminder has taken professional advice about how to observe and record children's progress. She is using photographs and short notes to record what children do and is matching these to the six broad areas of learning. She is also making periodic summaries of progress on an 'all about me' sheet. However, she does not evaluate clearly how well children are progressing towards the early learning goals and she does not have clear priorities for the next steps each child needs to take. This holds her back from planning and providing clearly for each child to make the most progress in each area. Nevertheless, children experience an active and varied day and visit numerous suitable outdoor and community venues. They enjoy both one-to-one time with the childminder and time in small groups and they are always treated as individuals.

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

Children make adequate progress in their learning and development. They enjoy a suitable balance of indoor and outdoor play and experiences in the locality. The childminder ensures that each child has an active healthy lifestyle, with plenty of fresh air and exercise in all weathers. Toddlers practise their ball skills using the shooting ring with the childminder and are becoming proficient in climbing and riding, using the play equipment in the garden. They sometimes help to water the flowers or sort the washing to hang out. The foods offered to them are nutritious and children enjoy a wide variety of fruits, vegetables and water to drink. Children are encouraged to adopt good personal hygiene. Picture prompts and the childminder's own example help to reinforce good habits, such as sitting still to eat and washing hands after nappy change. Children's safety is good too. The childminder uses reins and suitable restraints until children fully understand dangers and do not run off from her. She teaches all children what to do if there is an emergency and older children know how to alert the emergency services and get nearby help from familiar adults, should anything happen to the childminder.

Children have time to play with their favourite toys and games. For example, they play with the cars on the track mat and enjoy mimicking the sounds of the toy guitar as they press different buttons. The childminder plays alongside children, asking some questions and prompting them to say the word to name their choices rather than pointing or moaning to communicate. She correctly identifies their favourite toys and interests. She also knows the areas where each child needs to make progress. However, she does not put into practice clear play plans or activities which will help them take these next steps. For example, she keeps a log of the words said and food eaten because these are areas she is monitoring for a child. However, she does not plan activities or think of ways to build upon children's speech and enjoyment of meals. She does not give children enough specific challenge or chances to link and develop their ideas and play. As a result, children are less well engaged and are unsure what to do at times. They then throw toys or run about aimlessly, looking for something to do.

The childminder has improved the organisation of her resources and toys and extended the books, props and dressing up clothes. She encourages children to engage in creative role play and use puppets to play an active part in stories. She gives praise and encouragement when they cooperate and participate in clearing up or self-help activities. She gives them clear messages about the behaviour she does not allow, such as climbing on the furniture, throwing toys or hitting out. She makes sure that children have varied active and social opportunities to improve their social skills and physical coordination. For example, they go to soft play centres and for picnics to the homes of friends and other childminders. The childminder plans to broaden children's knowledge and understanding of the natural world through growing some plants and taking a trip to an arboretum, following a course she attended about forest play. She is motivated to support individual children's progress better and acknowledges that sometimes she is slow to put new ideas into practice.

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	2
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

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	2
The extent to which children adopt healthy lifestyles	2
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:

- ensure that parents have copies of the written safeguarding procedures (Providing information to parents) (also applies to the voluntary part of the Childcare Register). 20/05/2010

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). 20/05/2010