

## Inspection report for early years provision

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<b>Unique reference number</b>	EY357379
<b>Inspection date</b>	24/01/2011
<b>Inspector</b>	Sue Riley
<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 2007. She lives in the Wilmslow district of Cheshire with her three children. There are facilities close by such as parks, schools and shops. The childminder is registered to care for a maximum of four children at any one time and is currently caring for five children, of whom, three are in the early years age range. She is registered to provide overnight care. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. At times the childminder works with an assistant to care for children.

The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to the local schools and nurseries to take and collect children. She attends the local parent and toddler groups. The childminder holds a recognised early years qualification and is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are safe, secure and cared for in a clean and comfortable home. A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. The childminder has developed a close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. Most aspects of children's welfare are suitably promoted and mainly children are safeguarded. Each child's individuality is recognised by the childminder, which ensures their welfare needs are met and enables them to make steady progress in their learning and development according to the requirements of the Early Years Foundation Stage. The childminder is just starting to use the self-evaluation process to identify areas for improvement to ensure that the provision for children is continually improving.

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

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

- implement a system of self-evaluation, in order to evaluate the care provided to children and to ensure continuous improvement
- improve the assessment procedures so that children's progress is clearly documented and used to plan effectively for the next steps in each child's learning.

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

Children are mainly safeguarded as the childminder has implemented an effective policy and procedure which she shares with parents. The policy is clear in informing parents and carers of her responsibilities to ensure children are fully protected. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16, and about her experience and training. The childminder effectively maintains most of her records. Some policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure. However, the childminder does not have written consent from parents to allow the assistant to be left in sole charge of the children which is a breach of their conditions of registration. This is an offence unless the childminder gives a reasonable excuse. On this occasion the childminder did so and Ofsted does not intend to take further action.

The childminder demonstrates ambition, vision and drive to develop the provision further. She attends regular training to continually improve her own knowledge and understanding around caring for children. She has started to develop a system of self-evaluation and reflecting on her practice. However, this is in the very early stages of identifying strengths and areas for development to maintain continuous improvement within her service. The childminder enjoys friendly relationships with the parents. Daily routines, for example, food and mealtimes, reflect parental wishes and children's needs. Consequently, children are settled and secure. The childminder regularly talks to parents about how their children have been whilst in her care and the activities they have taken part in. The childminder provides good information for parents about the service she provides and parents complete detailed care records about their child when they first attend. This ensures the childminder is fully aware of the child's individual needs. The partnership with the local school is sound and the childminder works closely with the school.

Space within the childminder's home is organised to provide children with a homely, warm and welcoming environment where they can learn, relax and have fun. A wide range of resources are available to children and these are mostly stored at appropriate levels enabling children to make independent choices. A general selection is put out for the younger children to play with and this is reviewed and changed by the childminder to reflect children's changing needs and interests. Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. Effective safety measures are in place with regard to the premises. The door to the house is kept locked to prevent unwanted visitors from entering the premises, ensuring children are safe. The childminder helps children to appreciate diversity and begin to develop an understanding of the wider world through the use of appropriate resources and activities. For example, she has made her own games with people from around the world and with differing abilities.

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

Children are making good progress in their learning and development. The childminder demonstrates a sound working knowledge of the Early Years Foundation Stage and how children learn and develop through playing. She is constantly observing children during play and records some of what she sees. She gathers good information about children's starting points, individual needs and preferences and she regularly exchanges information with parents. However, this information is not yet used effectively to clearly identify children's next steps in their learning. The indoor and outside environments are set up for children's learning, this allows children lots of free choice of activities and a wide range of resources. The childminder is warm and welcoming to the children, thus providing a safe emotional environment where children feel safe and secure. Activities are planned, based on the observations and assessments of the individual children. Children are taught about safety issues as part of the daily routine. For example, they take part in regular emergency evacuation procedures to raise their awareness of keeping themselves safe. The younger children are encouraged to share and take turns in a positive manner and are praised for this, which helps to raise their self-esteem. They are starting to use their manners. House rules are displayed to help the older children understand what they mean.

The younger children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices to prevent the risk of cross-infection. Children help themselves to drinks as they become thirsty. The meals given suggest a balanced, healthy diet is provided. Children are encouraged to play outside, taken for walks daily or visit the local parks, so they feel the benefits of fresh air and exercise. Weekly menus are displayed for parents so they can easily see what the children have eaten. The childminder considers all dietary needs and takes these into account when planning the menus for the week.

Children are curious about things as a few boxes are got down and they delve in and explore the contents. The younger children are developing their confidence and soon settle after their parents have left. As the younger children help with the sorting out of the dried clothes their self-esteem rises as they are praised for helping. They are very caring towards the dolls as they play at feeding and caring for them. They regularly attend parent and toddler groups to help them learn how to socialise with others. The younger children are starting to use words but they do understand what is said to them. The childminder and assistant constantly talk to them about what they are doing and offer them lots of choices; this allows the children to make their own decisions. The childminder has different story sacks to make story telling more fun for children. Counting is encouraged and the children learn in a positive manner. For example, the assistant encourages them to count along with her the number of legs on the toy giraffe. They learn about the different shapes and sizes as they handle the different toys. The children enjoy the animal ark as they take the animals out and then put them all back in. They enjoy playing with musical instruments and concentrate as they watch the beads moving

down in the rain maker. As children play with the interactive or reward toys they are learning the basic skills around the exploration of technology.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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:	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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