

Inspection report for early years provision

Unique reference number	EY222897
Inspection date	26/01/2011
Inspector	Vickie Halliwell

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.

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Description of the childminding

The childminder was registered in 2002. She lives with her husband and children aged 10 and six years, in Aughton, Lancashire. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The whole of the ground floor is used for childminding and toilet facilities are located on the first floor. There is a fully enclosed outdoor play area to the rear of the property.

The childminder is registered to care for a maximum of five children under eight years at any one time, of these no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all attend on a part-time basis. The childminder also offers care to children over five years. The childminder is available to provide care each weekday, on a full-time basis. The childminder is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are appropriately met by their childminder who is mindful of all aspects of their welfare. Children benefit from a very warm and loving environment and have strong attachments with the childminder, who promotes their personal social and emotional development very well. Children make steady progress in other areas of their learning and development, because the childminder provides a varied range of activities and experiences. However, systems for monitoring children's progress and identifying their future learning needs are limited. Relaxed and informal relationships with parents help ensure relevant information is routinely exchanged. The childminder's capacity to maintain continuous improvement is satisfactory, however systems to evaluate the effectiveness of the provision are not sufficiently developed.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out and by whom, the risk assessment must identify aspects of the environment that need to be checked on a regular basis, the provider must maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment). 10/02/2011

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

- provide greater opportunities for children to learn to value different aspects of their own and other people's lives
- analyse observations and highlight children's achievements or their need for further support and use the findings to plan the next steps in children's learning
- develop records of children's learning and development, to show their continued progress towards the early learning goals, given their starting points
- implement an effective process of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- update the record of risk assessment to include any assessments of risks for each type of outing.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. The childminder has a satisfactory awareness of the types and possible indicators of abuse and is clear about her duty to report any concerns, in order to protect children from possible harm. Relevant guidance documents including details of her Local Safeguarding Children Board procedures are available for reference. All adults within the home have undergone checks to ensure their suitability, which further safeguards children. Effective procedures are in place to ensure children's safety within the childminder home, however records of risk assessments conducted are not satisfactorily maintained, this is a breach of a specific legal requirement. Risk assessments are documented for some specific hazards, for example, the rabbit in the playroom; however the risk assessment does not include all potential hazards. Established systems are implemented to ensure children's safety on outings, however, details of risk assessments for each type of outing are not documented. The childminder uses the available space and resources appropriately to meet the individual care needs of the children in her care, for example ensuring children have a quiet area to sleep.

The childminder is an experienced provider who has attended several relevant courses since her last inspection in 2007. For example, updating her knowledge of safeguarding, food safety and completing a first aid certificate. However, since the implementation of the Early Years Foundation Stage the childminder has not fully updated her knowledge and understanding of the new framework. She is aware of the learning and development requirements but her knowledge of planning, observation and assessment is limited, which impacts on her ability to plan for children's future learning. Most records are satisfactorily maintained, for example records of attendance, accidents and medication, however, records relating to medication do not include details of the health reason for administering medication and do not include a second parental signature. Recommendations raised at the previous inspection have been satisfactorily completed and the childminder

routinely review some practical aspects of her provision. However, systems to fully evaluate the effectiveness of the provision are not sufficiently developed, consequently the childminder unsure about priorities for improvement.

The childminder provides an inclusive service; all children and their families are equally welcomed regardless of race, culture or lifestyle. The childminder is a positive role model who encourages children to respect one another; consequently children are developing positive and caring attitudes to others. Parents are adequately informed about the childminder's provision, copies of policies and procedures are given at admission, although these are not routinely reviewed or updated. The childminder promotes relaxed and informal relationships and most information is exchanged verbally at arrival and collection times. Details of individual care needs and routines are discussed and agreed at admission and parents receive verbal feedback about their child's day. The childminder is aware of the importance of working in partnerships with other agencies. Links with other providers delivering the Early Years Foundation Stage are emerging.

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

The childminder promotes all aspects of children's health, safety and well-being. Good systems are in place to prevent the spread of infection and older children are learning the importance of good hygiene procedures. Children are well nourished and are generally developing healthy eating habits, because the childminder provides a range of nutritious home cooked meals. For example, pea and ham soup for lunch, followed by banana and cake. Children have individual cups and can access their drinks easily, water is provided for some children, however, others routinely drink diluted cordial throughout the day. Children have ample opportunities to play outdoors in the fresh air and to be physically active indoors which contributes to a healthy lifestyle and helps promote many aspects of their physical develop.

Children benefit from a nurturing environment; children spontaneously snuggle into the childminder enjoying a cuddle after waking from their sleep. The childminder affectionately strokes a child's head and speaks soothingly, allowing them to come round in their own time. Children are happy and settled in the childminder's care, they demonstrate a strong sense of belonging and move confidently around her home, accessing their own play materials. The childminder has created a child-centred learning environment, consequently, children can access most resources independently and make some meaningful choice about what they play with. For example, children spontaneously access dressing up materials and play with imagination. Children enjoy regular outings into the local community which raises their awareness of the world in which they live. They have some planned opportunities to learn about the lifestyles and cultures of others. For example, learning about Chinese new year, books and play materials also help raise children's awareness of diversity. However, opportunities for children to learn to value different aspects of their own and other children's lives are not fully developed.

The childminder spontaneously helps children make some progress in all areas of learning. She is aware of the six areas of learning and provides regular opportunities for children to develop their problem solving, reasoning and numeracy skills, as they complete simple puzzles and use shape sorters. Children are well supported by the childminder who encourages them to persevere with challenging task for example, fitting the missing piece correctly to complete the train track. Children are proud of their achievements and delight in the childminder's praise. The childminder is broadly aware of individual children's capabilities and instinctively helps children make further progress for example, providing play materials that encourage babies to stand then walk. However, systems for monitoring children's progress and identifying their future learning needs are limited. The childminder has completed occasional observations but these do not provide sufficient details of children capabilities or identify where they need additional support, consequently planning for children's future learning is limited. There are significant gaps in records relating to children's development, for example there are no records relating to the physical development of babies who have learnt to stand and walk. In addition, records do not include details of children's starting points, consequently the childminder is unable to fully evaluate how well children are progressing towards the early learning goals.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met