

Inspection report for early years provision

Unique reference number	303393
Inspection date	24/03/2011
Inspector	Mrs 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 1999. She lives with her partner and two teenage children in Widnes, Cheshire. The lounge and kitchen, together with the bathroom on the first floor, are used for childminding. There is access to a secure garden for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under the age of eight years at any one time. She is currently minding seven children, five of whom are within the early years age group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, safety and well-being are satisfactorily promoted through the childminder's policies and procedures, routines and practices. Most aspects of documentation are in place, but the first-aid qualification is not current and outings are not risk-assessed. Children are respected and valued as individuals and as a result they make satisfactory progress in their learning and development. The childminder values children's individuality and offers an inclusive environment where all children have equal access to the opportunities of offer. Satisfactory systems are in place for self-evaluation, and the childminder is aware of the strengths and areas for improvement within her setting. The childminder works closely with parents and carers.

What steps need to be taken to improve provision further?

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

- maintain a current paediatric first aid certificate (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 30/04/2011
- carry out a full risk assessment for each outing. 30/04/2011

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

- develop further a regular two-way flow of information with parents and between providers for all early years age children
- develop further systems to review what you know about each child's development and learning, in order to make decisions about the child's

progress and plan next steps to meet their development and learning needs.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being are satisfactorily promoted through the childminder's understanding of the need to safeguard and protect them at all times. However, the first-aid qualification is not current; this breaches the specific legal requirements. She is aware of the signs and symptoms of abuse and the procedures to be followed in the event of any concerns.

Accurate documentation protects the welfare of the children, meets the requirements and is stored to respect confidentiality. The childminder completes daily visual checks of the premises prior to children arriving. The childminder undertakes risk assessments, however, does not undertake risk assessments for outings and this breaches the specific legal requirements. Appropriate safety equipment is in place to protect children. The childminder completes regular checks of smoke detectors and undertakes regular fire drills.

The premises are organised to allow children to move freely between areas, and resources are organised to promote children's independence and active learning. Use of the rear garden for outdoor play enables children to have opportunities for fresh air and physical activities; as a result their physical health is well promoted.

The childminder promotes an inclusive environment where children have equal access to all activities and opportunities and where they are helped to value different aspects of their own and other people's lives; for example, they enjoy tasting foods from around the world and have access to some resources to promote their understanding of cultural diversity and disabilities. Satisfactory systems are in place for self-evaluation, the childminder has identified the strengths and areas for improvement within her setting.

The childminder has good relationships with parents and carers. They have access to policies and procedures, and each child has a daily diary containing some photographs and written comments on their activities or minded day. The childminder gives daily feedback to parents and carers and they have access to the daily diary. The childminder is aware of the importance of making links with other care providers that children may attend, but has not yet fully explored these relationships.

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

The childminder has a satisfactory knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has introduced notebooks or daily diaries for recording information and observation of children's activities, but these observations and comments are not linked to the six

areas of learning and do not show the next steps in their learning. Activities are based upon children's interests with some planned activities based around different times of the year, such as spring. These activities are flexible and adapted to meet children's individual interests or what might be happening in the locality. The childminder knows each child well and has an understanding of their likes, dislikes and capabilities. Children present at the time of the inspection were well-supported by the childminder and were very settled and happy. Children are encouraged to develop their independence as they make their own choices about resources. For example, younger children select from the range of age-appropriate resources set out for them, and show excitement as they listen to the different sounds that pushing different buttons creates. Children are developing language and communication skills as the childminder engages in conversation. For example, babies babble in response to the childminder's conversation, and an older child explains to a younger child what happens in the post office. Children make marks through a variety of activities, such drawing and painting, and understand how books work. They complete jigsaws, sort shapes and count during everyday activities.

Children build towers, and babies have access to a variety of technological resources to develop their understanding that pushing buttons, rolling resources and pulling levers creates an action.

Children enjoy a variety of activities to promote both their gross and fine motor skills. For example, as they use large play equipment, learn to feed themselves, complete jigsaws and enjoy rolling large hoops during outdoor play. They listen to sounds and music and babies enjoy the different sounds made by the variety of musical toys. They enjoy opportunities to be creative through art and craft activities and develop their imagination as they dress up.

Effective hygiene routines are followed to ensure children's good health, and outdoor play and activities support their physical health. Children enjoy nutritious meals and snacks throughout their day; these are cooked freshly each day with fresh and healthy ingredients. Drinking water is freely available to ensure that children remain hydrated throughout the day. As a result, children's health and healthy lifestyles are well promoted. The variety of opportunities on offer as well as the encouragement of appropriate interactions with one another help support an inclusive environment and prepare children's skills for the future.

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	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:

- take action as specified in the Early Years section of the report (Welfare of the children being cared for) 30/04/2011

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 Early Years section of the report (Welfare of the children being cared for) 30/04/2011