

Inspection report for early years provision

Unique reference number	402469
Inspection date	11/05/2011
Inspector	Lynne Milligan

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 2001 and lives with her husband and two children in Leftwich, Cheshire. The whole of the ground floor of the property is used for childminding, along with an upstairs bedroom for children to sleep in. A fully enclosed rear garden is available for outside play. The childminder has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends a local carer and toddler group on a regular basis. She is a member of the NCMA.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are developing well while in the care of the childminder. Her ability to support and challenge children ensures their progression as they become happy and confident learners. The childminder adequately implements most of her procedures and this allows her to generally keep children safe. Strategies that help her evaluate her practice are developing sufficiently to help her progress in most areas. Children and their families are welcomed into an inclusive environment where they are valued and respected.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given and ensure records indicate which medication is being administered (Safeguarding and promoting children's welfare) 16/05/2011
- gain written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 16/05/2011
- update the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident 16/05/2011

(Documentation)

- carry out a full risk assessment for each type of outing, which includes an assessment of adult-to-child ratios (Safeguarding and promoting children's welfare).

16/05/2011

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

- develop further the process of self-evaluation by gaining the views of parents, children and other settings the children attend in order to fully inform practice
- record details of the fire evacuation drill in a fire log book and include any problems encountered and how they were resolved
- obtain written parental permission for children to take part in outings
- update procedures to ensure the appropriate timescales are referred to when dealing with a written complaint.

The effectiveness of leadership and management of the early years provision

The childminder has a generally sound understanding of how to safeguard children. Her written child protection procedure sufficiently underpins her current knowledge and recent training has also helped to inform her practice. Procedures she would follow should an allegation be made against her or any members of her household are also adequately understood. Files demonstrate that all adults over the age of 16 in the household have current Criminal Records Bureau checks. The childminder is generally well organised but some written documentation is not up-to-date. For example, her written risk assessments for the home are not all signed and dated, nor does she complete risk assessments for all outings. Furthermore, she does not have written consent to seek emergency medical treatment and has not adhered to the regulations by gaining written prior consent for each and every medication she has administered. The childminder provides a warm and welcoming environment for the children as they have their own designated playroom filled with many toys. Low-level seating and tables promote independence, with resources stored at various levels to encourage self-initiated play. Areas are checked on a daily basis for any hazards, with important safety procedures carried out that ensure they can all get out of the home safely in the event of a fire. However, the childminder does not record this drill and so is not fully able to determine such issues as the time it takes to get out or what they would do if their exit was blocked. Additional measures, such as consent forms that allow the childminder to apply sun cream or take photographs, are sought but consent to take children on outings are not available.

The childminder uses a basic system to evaluate her setting and regularly shares ideas with other childminders through a useful support network. In addition, she also helps new childminders become familiar with the EYFS. She demonstrates a sound approach to developing and since her last inspection has attended some training which includes food hygiene, Level 2 safeguarding and supporting

children's behaviour. Her ability to self-assess, however, is limited as she has failed to notice that she is not meeting some of the regulations. Furthermore, the system she uses does not fully take account of the views of parents, children or other settings they may attend. Nevertheless, the childminder demonstrates a sound commitment to improving in order to provide better outcomes for the children.

Her approach to promoting inclusion is simple yet effective. She is aware of the social make-up of her community and reflects this in her practice. Should any of the children or their families celebrate specific festivals, then the childminder will ensure these are included, while helping other children understand diversity. Any form of discrimination would be dealt with swiftly but in a sensitive manner. Children settle well as the childminder finds out all about them before they start and communicates adequately with parents to ensure their needs are met. Policies are generally well written, with some shared with and signed by parents, who agree their content. Complaints procedures are sufficiently understood by the childminder but she is yet to update her understanding of the timescales in which she would respond to a written complaint should she receive one.

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

Children are developing well as the childminder has a secure understanding of the learning and developing requirements of the EYFS. Her ability to plan, observe and assess children's progress promotes the children's enjoyment and their ability to develop. Her written documentation identifies children's starting points as they enter her setting, which enables her to individually plan for each child's specific level of ability and personality. She also takes into account their attendance patterns and happily adapts practice to secure inclusion. Well-written observations and assessments clearly demonstrate the childminder's secure understanding of the early learning goals and the activities she provides. Files are shared with parents, who work with the childminder to iron out any issues should they arise and to demonstrate what the children do in while in her care.

Children play well together and welcome new arrivals as they are secure in their surroundings. They happily share the toys and use good manners which demonstrate their respect for one another. The childminder mirrors this practice as she supports their social skills through a variety of planned and spontaneous activities. Children are fully involved in their play as the childminder has planned well, with thought given to the questions she will ask and the resources available. Children each have their own small tools to decorate their cookies, with plenty of sparkles, hundreds and thousands and icing to go round. They listen attentively to the childminder as she instructs them, using simple language that informs them about how they can decorate their biscuits. She prompts them with ideas and alternatives if they are unsure, praising and encouraging those children who are not so confident. The childminder is familiar with each child's ability and is therefore able to adapt her questioning to suit their age and ability. Children are confident in responding and, as a result, activities are interesting, fun and challenging for them. Children construct simple sentences, demonstrating their wide range of vocabulary, with the childminder introducing new words, such as

squidgy and sparkly. They talk about times when they have decorated biscuits before, recalling past events and demonstrating through their language that they know the differences between past and present.

Children are allowed to spend as much time as they want on the activities, which in turn allows them to fully explore media, language and other areas, such as problem solving, as they work out how they are going to decorate their biscuit and in what order. They count the chocolate buttons and name colours, stating their favourites. Skills such as this are transferred to other activities, such as painting, as children investigate the changes made when mixing paint or as they use their fingers instead of brushes. They relate home life to their play as they roll out the road mat on the floor, collecting the cars and garages. Younger children place the larger sized cars on the ramps but cannot figure out why they do not move. Older children step in and explain that it is too big, handing them a smaller one. The childminder recognises the point at which she should stand back, allowing children to attempt such calculations themselves. She rewards the support of the older children, who clearly enjoy the well-deserved recognition.

Children display a good level of behaviour and interact well with each other and the childminder. Firm rules and boundaries help children feel secure while at the same time allowing them the freedom to explore and investigate. The childminder is warm and caring and shows the children a great deal of attention. Children clearly enjoy her company and refer to her affectionately, making relationships meaningful. Children eat well and have regular drinks to ensure they are kept hydrated. Areas of the childminder's home are clean and safe, with children gently reminded to sit still and to be kind to others. Their ability to keep themselves safe is sufficiently promoted through a variety of ways, which include discussion around why toys should be put away and activities, such as outdoor play.

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	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	3

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	3
The extent to which children achieve and enjoy their learning	2
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	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

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