

Inspection report for early years provision

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Inspection date	19/05/2011
Inspector	Sarah Rhodes
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. She lives with her husband and children aged 13 and 15 years in Kingsmead, Northwich, Cheshire. The whole of the ground floor of the childminder's home is used for childminding. There is also a fully enclosed rear garden available for outside play. The family has a cat as a pet.

The childminder is registered to care for a maximum of four 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 three children in this age group. She also offers care to children aged over five years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a good quality, stimulating environment for all the children. The childminder tailors her care to meet each child's individual needs and help them to be fully included. Well-organised records are kept of the children's activities and their progress towards the early learning goals to ensure they make good progress in their learning and development. Systems for evaluating the provision's strengths and weaknesses have been recently introduced and have led to further improvements. Risk assessments are undertaken but some assessments have not currently been committed to paper.

What steps need to be taken to improve provision further?

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

- update the written record of the risk assessments to include all risks on the premises and all types of outings (Documentation). 03/06/2011

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

- consolidate the observation recording to summarise children's progress towards the aspects of the early learning goals in the six areas of learning
- develop the use of self-evaluation to drive and monitor continuous improvement.

The effectiveness of leadership and management of the early years provision

The children are safeguarded appropriately. The childminder ensures that she has a clear knowledge of child protection procedures and her role, in line with the latest government guidelines, by attending training and having an information pack as a reference document. This helps to ensure children are protected from harm or neglect. She undertakes risk assessments and maintains a safe and secure building. However, for some risks she has implemented measures to manage them which she has not documented, as required with Early Years Foundation Stage requirements. She is aware of the need to be vigilant when on trips and has documented the risk assessments for some but not all of the types of outings she undertakes.

The childminder reflects on how she organises her provision and concentrates on how to make each child's time with her the best learning experience it could be, making changes as appropriate. The childminder has just started to use self-evaluation to systematically aid her in identifying strengths and areas for improvement in her provision. She has so far reflected on some aspects of her work and has identified areas where she feels she needs to make changes, for example, she has introduced individual towels to improve health and hygiene and added a summary to the observation file which captures parents' views. The childminder has attended a number of courses and continues to identify areas where her knowledge could be improved through training, for example, by attending sign language training. She has implemented the changes recommended at her last inspection.

The childminder places a strong emphasis on working in partnership with parents. She has a range of written policies which are given to parents. This ensures that parents are generally clear about how the childminder operates right from the beginning of the placement and they can refer back to these policies whenever they need clarification. However, the complaints policy has only been explained verbally to parents. Daily diaries enhance verbal exchanges with parents and ensure they are aware of day-to-day issues and activities. Parents also see and contribute to their child's observation profile every three months, which helps their awareness of their child's progress towards the early learning goals. The childminder is aware of the need to liaise with others who provide Early Years Foundation Stage provision for the children in her care. The childminder understands the needs of the individual children she cares for. She has organised her play space to allow children to access a range of appropriate, high quality equipment by providing a dedicated playroom which is enhanced by use of the hallway and dining kitchen for other activities. This ensures that no child is disadvantaged and all children have their needs met effectively.

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

The provision for the children's learning, development and welfare is good. The children benefit from the care of an organised and committed childminder who has enthusiastically introduced the Early Years Foundation Stage to support her work. She has clear methods of observing and recording the children's abilities and setting next steps for them. This builds an excellent knowledge of the children she cares for and the areas of development that activities need to focus on. The childminder records the children's development in individual profile books with observations supported by photographs and links these to the Early Years Foundation Stage areas of learning. Every three months the childminder draws her thoughts about a child's development from the formal observations and short sticky note observations together when she writes a learning and development summary recording each child's development under the six areas of learning. This records the next steps for children and has space for parental comments. At the present time the childminder does not monitor the children's progress towards all aspects of each of the early learning goals. However, in general records provide a good picture of the children's progress and ensure parents are fully updated.

Constant interaction between the childminder and the children provides a vibrant and stimulating environment where children thrive. They are very confident and have busy, enquiring minds which are stimulated by themed activities often drawn from or extended by the children's own interests. The current theme is about nature, especially mini beasts and bugs. A constant stream of conversation and singing means that the children have a rich verbal environment to support the acquisition of speech. The children are encouraged to value books and visit the library every week. They are encouraged to start to recognise their names and letters by finding their name card during self-registration. All children are encouraged to use a variety of implements to make marks and start to form letters. Problem solving and the recognition of numerals are woven into everyday play and through use of equipment, such as computers. They investigate nature and natural materials in the garden by growing and caring for plants or playing with sand and water. The children's interest in craft work is nurtured through regular activities and the children's work is valued and displayed with care in the playroom. They have access to larger equipment in the garden, local parks and ball pool play centres, giving them the opportunity to develop their balancing and climbing skills.

Children's welfare is also promoted through the provision of healthy diets, which the childminder provides in conjunction with the children's parents. Easy access to the toilet and clear procedures about both personal hygiene and hygiene of the home allow the children to enjoy a clean and healthy environment. Children are encouraged to keep themselves safe, they learn about road safety and understand that safety equipment like reins and wrist straps must be used. The childminder manages the children's behaviour in a positive way, praising the children, using distraction and ensuring the reasons for simple rules are clear to them, for example, why they should not throw sand. Children are making good progress in

developing skills for the future and the move to school or nursery when the time comes.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2

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	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:

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:

- provide parents with a copy of the written statement of the complaints procedure (Providing information to parents) (also applies to the voluntary part of the Childcare Register). 03/06/2011

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 compulsory Childcare Register section of the report (Providing information to parents). 03/06/2011