

Inspection report for early years provision

Unique reference number	EY408342
Inspection date	29/06/2011
Inspector	Sue Birkenhead
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 2010. She lives with her husband and three children aged eight, three and two years. The family live in the Little Sutton area of Ellesmere Port close to local facilities, schools and transport links. The whole of the childminder's house is used for childminding with the exception of the master bedroom. There is a fully enclosed garden available for outside play.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of three children under the age of eight years at any one time. She is currently minding three children, of whom one is in the early years age group and in full-time education. Children are cared for on a part-time basis. 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.

The childminder promotes a welcoming environment where children settle well, are happy, secure and develop positive relationships. Her sound understanding of the Early Years Foundation Stage ensures the children's care and learning is, on the whole, successfully promoted. However, there are some breaches to the welfare requirements. She works sufficiently well with parents and the local school to ensure the needs of the children are approached with consistency. The childminder is appropriately committed to the continuous development of her service and systems for self-evaluation are developing well.

What steps need to be taken to improve provision further?

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

- ensure written parental permission is requested at the time of the child's admission to the setting to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 13/07/2011
- ensure parents are informed about accidents and first aid treatment administered with particular reference to them signing against the details documented (Safeguarding and promoting children's welfare). 13/07/2011

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

- practise regular evacuations drills and record the details of any problems

- encountered
- develop further children's observations to reflect their next steps in learning and inform future planning of activities
- improve procedures for sharing information with parents to enable them to review their children's progress regularly and contribute to their child's learning and development record
- promote the good health of children by encouraging them to wash their hands before meals.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has attended relevant training and she has a clear understanding of the procedures for reporting concerns. The daily checks, the suitable risk assessments in place and the use of safety equipment ensure risks to children are minimised. However, regular evacuation drills are not practised which the childminder recognises as an area for further development. Documentation to ensure children's welfare and safety are appropriately organised in the main. However, there are breaches in the welfare requirements because parental consent for seeking emergency medical advice or treatment is not obtained and parents do not always sign against accidents recorded to indicate they have been informed. Many written policies, which the childminder shares with parents, make them aware of the childminder's practices and include the procedure for safeguarding, complaints, missing and uncollected children.

The childminder is beginning to appropriately evaluate her practice using the Ofsted self-evaluation form. She recalls some basic plans for further development and is keen to attend additional training in the future, which appropriately supports the continuous development of the setting and better outcomes for children. Parents contribute to self-evaluation by completing a questionnaire the childminder issues. The comments they make are positive and outline how happy they are with the childminder's service and describe her approach to children and parents as 'kind and understanding' which makes them feel at ease.

The systems in place for sharing information with parents are appropriate and include the completion of the children's records and consent to certain aspects of their care. In addition they complete the 'about me' document, which outlines children's likes and dislikes and their developmental starting points on entry to the setting. Information, such as, the certificate of registration are on display. However, procedures for sharing children's developmental records are not sufficient to actively involve parents in their child's continuous learning and development. Children currently cared for are in full-time education consequently the childminder develops appropriate links with teaching staff to share information and complement the delivery of the Early Years Foundation Stage.

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

Children are happy, secure and confident within the appropriate welcoming environment. The display of some posters and the provision of children's individual drawers ensure their sense of belonging is suitably promoted. Through the appropriate deployment of resources indoors and outside, children can make informed choices about their play. This promotes some independence and allows them to become active in their learning. The childminder appropriately interacts with children and supports them in the choices and develops a sound understanding of the areas of learning. Opportunities and informal planning allow children to engage in adult-led activities; however the greater emphasis is given to child-initiated play due to children's ages. Children's learning journey profile documents the 'about me' record, suitable spontaneous observations, some next steps and photographic evidence. Entries are linked to the developmental summary to ensure all six areas of learning are covered in sufficient depth and reflect the sound progress children make towards the early learning goals. However, it is not clear how observations and next steps are used to inform the future planning of activities.

Opportunities to develop children's social skills include sitting together at meal times, the promotion of good relationships and their self-help skills are encouraged as they assist in setting the table for meals. They are able to share with the inspector what they like to do at the childminder's house and clearly enjoy playing outdoors with their friends. They compete with others during table football and count the number of goals they score, proudly sharing the results. They use mark-making materials, such as chalks, outdoors to make patterns and freely draw pictures of their choice. Children use their numeracy skills as they count the number of times they hit the ball with the bat when playing swing ball and refer to size language as they compare their height to that of the tower they build. They learn about the natural world as they grow tomatoes from seed and discuss the lifecycle of the butterfly they learn about at school with the childminder. Many opportunities encourage the development of children's physical well-being and skills. For example, they walk to and from school daily; visit places of interest to access larger apparatus, manoeuvre the swing backwards and forwards using the strength in their legs and use the computerised games to exercise. Children develop some understanding of the wider world through the planned activities. For example, they use their creative skills to make things during the Christmas celebrations and have access to resources which promote positive images of diversity. They study the animals associated with their birthdays during Chinese New Year and sample cultural foods. Children instigate the creation of their own imaginary world as they build a theme park from the small shaped blocks, indicating the different areas they create.

Older children say they feel safe in the childminder's care and take some responsibility for their own and others' safety when playing outdoors. They learn about staying safe as they are introduced to road safety during walks, talk about stranger danger and the childminder makes them aware of hazards and the consequences of their actions. Children behave well and appropriate methods for

managing children's behaviour are in place. They play well alongside others and learn to cooperate and share resources appropriately using the timer on the cooker. Children are responsive to the praise they receive in recognition of their achievements and as a result, they develop their self-esteem. Children benefit from a suitably healthy diet and favourites, such as, chicken nuggets are offered in moderation. They access drinks independently to ensure they remain refreshed and hydrated. Aspects of the daily routine generally introduce children to personal hygiene; however during the inspection they overlooked washing their hands before their evening meal.

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

The quality of the provision in the Early Years Foundation Stage	3
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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