

## Inspection report for early years provision

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<b>Unique reference number</b>	304145
<b>Inspection date</b>	24/10/2008
<b>Inspector</b>	Rachel Ruth Britten
<b>Type of setting</b>	Childminder

## 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.

## Description of the childminding

The childminder was registered in 1991. She lives with her husband and two adult children in Nantwich. The whole of the ground floor and the upstairs bathroom are used for childminding purposes. There is a secure garden available for outdoor play. There are no pets kept on the premises.

The childminder is registered to care for a maximum of six children at any one time. There are currently six children on roll aged from 23 months to eight years. Of these, two are within the Early Years Foundation Stage (EYFS). The childminder also cares for children aged over five years up to 11 years. This provision is registered by Ofsted on the compulsory and voluntary Childcare register. The childminder is able to support children with learning difficulties and disabilities and children who speak English as an additional language.

## Overall effectiveness of the early years provision

The childminder provides a homely, relaxed setting for children of all ages. She is experienced, competent and caring, so that children are all included and feel secure and at home. Children enjoy healthy lifestyles and adequate play materials and there is enough verbal communication with parents and schools to support consistency of care and adequately meet children's individual needs. The childminder has not, however, implemented the learning and development requirements of the EYFS and does not have effective policies and procedures in place to support all the welfare requirements of the EYFS. Her ability to evaluate her provision and maintain continuous improvement is limited. Nevertheless, there is no significantly adverse effect of this upon children's well-being in the setting and relationships with parents are adequate. The overarching requirements are met satisfactorily.

## What steps need to be taken to improve provision further?

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

- evaluate the strengths and weaknesses of the service and make clear plans to continuously improve
- devise and practise a clear procedure for the emergency evacuation of the premises.

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

- make sensitive observational assessments in order to plan and provide appropriate experiences for each child to progress towards the early learning goals 24/11/2008
- provide and implement effective policies for the welfare requirements of the EYFS and ensure that these are provided in writing to parents in respect of 24/11/2008

- child protection and complaints (also applies to the compulsory part of the Childcare Register)
- conduct a risk assessment of the premises and of all outings, identifying aspects that need to be checked on a regular basis and review these risk assessments regularly.

24/11/2008

## **The leadership and management of the early years provision**

The childminder manages her service adequately and provides a safe, suitable, nurturing environment. She maintains required contracts, written details and daily communication with parents to ensure that children's needs are known and met satisfactorily. This includes keeping adequate accident and medicine records and ensuring that all adults in the household are suitable to be around children. The childminder understands child protection issues and communicates her sickness policy verbally to parents so that children do not come when they are ill or infectious. However, clear and effective policies and procedures, such as risk assessments, evacuation procedures, child protection and complaints policies are not yet used or made available to parents. Nevertheless, a safe environment is provided in the home and garden and the childminder is consistently vigilant. She has taught children effectively how to walk to and from school safely.

Parents are encouraged to keep in touch during the day if there are health concerns or the child is unsettled and parents are informed verbally about their children's achievements. However, there are no systems in place yet for a two-way flow of information about children's stages of learning and development for the childminder and parents to work together on maximising each child's progress.

The childminder has made some improvements to her organisation of records and information about children's needs since the last inspection so that this information can be used and updated more easily. She has also provided a wider range of appropriate activities for older children, including more construction toys and opportunities to grow and eat tomatoes. However, she lacks confidence in using observations to plan and provide activities which are tailored to meet the next steps in children's learning and development. She intends to address this by attending further training on the EYFS but has not yet taken time to familiarise herself with the EYFS documents as working tools.

## **The quality and standards of the early years provision**

The areas of learning are delivered adequately and children make enough progress because the childminder is an experienced provider of child care. She provides each child with a choice of play resources and makes an effort to use play and everyday experiences to help children to develop their social confidence, communication skills and understanding of the community and natural world around them. The childminder insists upon good manners, cooperation and kindness to one another, helping children to develop personal skills that will ultimately contribute to their future economic well-being. Pre-school children are

encouraged to count and compare size and fit as they dress the dolls and they look at books together, developing their early literacy skills. They all develop their physical and ball skills outside in the garden using the swings see-saw and football. School age children relax and work together using the construction toys. However, toys are not easy for small children to find and get out from large storage boxes and the television is often on as background which interferes with children's activity and concentration on small world play with the train set.

Children are sufficiently healthy and safe because the childminder offers plenty of fresh air and exercise as everyone walks the school age children to and from school each day. For example, children know that they can only go to a certain lamp post on the way to school before they must wait and cross together with the childminder and young children know that they must hold onto the buggy or the childminder's hand. Young children are safe indoors because safety gates and cushions placed around the hearth minimise risks in the areas that children use. Fruit is offered daily although biscuits and cakes are also provided in moderation. Good care is taken of children when they are feeling unwell because the childminder takes appropriate action and is sensitive, caring and comforting. Children behave well and are play considerably together because the childminder is consistent with her behaviour boundaries and maintains these carefully at handover times to ensure that there is no deterioration when adults need to talk about the child's day. She ensures that children take into account each other's differences and respect all others.

The childminder is not yet measuring children's progress through organised observation and recording of what they can do. Neither is she making clear plans to help them take their individual next steps through the activities and experiences that she lays on. As a result, children's progress is not maximised and the childminder's questions and conversations with children are not always tailored to consolidate what they know or help them learn or understand new things. Nevertheless, she uses her knowledge of their likes and dislikes to provide sufficient stimulation so that children enjoy themselves and make adequate progress.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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 (W1.1). 24/11/2008

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 (W1.1). 24/11/2008