

Inspection report for early years provision

Unique reference number	304030
Inspection date	15/09/2011
Inspector	Jan Linsdell
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 1987. She lives with her husband in Crewe, Cheshire. The whole of the ground floor is used for childminding purposes. There is a secure garden available for outdoor play. This 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 six children under the age of eight years at any one time. She is currently minding six children, three of whom are within the early years age group. Children attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes inclusion and works very successfully with parents and carers and other providers to ensure children's individual needs are addressed. Appropriate arrangements are generally in place to deliver the learning and development requirements, enabling children to make sufficient progress towards the early learning goals. Most of the documents to promote children's safety and welfare are suitably maintained, but the procedures for recording risk assessments do not fully meet requirements. Self-evaluation is realistic and highlights strengths of the setting, but targets to bring about further improvements are lacking.

What steps need to be taken to improve provision further?

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

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 30/09/2011

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

- build on self-evaluation and draw on the full range of quality improvement tools available, for example, the Early Childhood Environmental Rating Scales (ECERS), to assist in identifying areas for further improvement
- use observations and assessments to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

The childminder understands how to safeguard children and protect them from harm. She knows the possible signs of abuse and who she needs to contact to

report any concerns about children's welfare. The childminder has been minding children for many years and they benefit from her experience. Overall, she makes good use of the Ofsted self-evaluation form to assess the strengths of her setting, but she does not identify clear targets to bring about further improvements. Nor does she attend any training to enhance her skills. Recommendations from the last inspection have been addressed, which shows some capacity to improve.

The childminder offers a friendly, caring and welcoming environment for all children. She provides a suitable range of resources to encourage children's play and learning. Toys and equipment are adequately organised to promote most areas of learning and are generally accessible so that children to make some independent choices. Most required documents are suitably maintained, but there is a breach in requirements because there is no record of risk assessment for the premises and the garden. However, the impact on children is minimal because the childminder understands how to assess risks and reduce hazards so that children are kept safe.

The childminder works well with other providers, such as the school and nursery. She talks to the staff about the children, reads notice boards and makes sure important messages are passed on. Engagement with parents and carers is strong and the childminder establishes close relationships with them. They exchange information regularly about children's welfare and the childminder ensures children are cared for according to parents' wishes. Parents hold the childminder in very high regard and there are many letters and cards from them and from the children, to reflect their appreciation of the care and support she provides.

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

The childminder forms close relationships with the children, which enables them to feel happy and safe. She supports children well and organises a suitable range of activities to promote their learning and enjoyment. Children generally show interest in the toys and equipment set out for them and they enjoy playing with the dolls and the tea set. Children's development books include photographs and observations of their development and skills. However, this information is not fully utilised to identify children's next steps and plan activities to meet their individual learning needs.

Children have good opportunities to learn how to lead a healthy lifestyle. They walk everywhere with the childminder, so they enjoy fresh air and exercise daily. Parents provide a packed lunch for their children and the childminder offers a variety of healthy snacks, such as fresh fruit. Children follow good hygiene routines, as they carefully wash their hands or use wipes to clean their face. Their physical skills are well supported and the childminder enthusiastically praises children's efforts when they manage to pedal the play tractor for the first time. This boosts their confidence and helps them to feel proud of their achievements.

The childminder is courteous and respectful towards the children. She provides children with options, thus, helping them to make choices and decisions for

themselves. Children are polite and use good manners without the need for prompts. They develop some understanding of dangers and how to stay safe because the childminder points out hazards, such as the need to not to have too many toys out in case they fall. They also learn to communicate, enjoy books and use some resources to promote their understanding of technology, such as old mobile phones or a laptop. This helps them to develop their future skills.

Children enjoy weekly visits to the toddler group, where they socialise with other children and take part in craft activities. The childminder frequently talks to the children and asks questions to encourage their language skills. She helps them to recognise letters during everyday situations, for example, when shopping for groceries. Children are beginning to count and develop their problem solving skills, as they work out how to fit pieces of track together.

Children discuss other countries and their traditions, which helps to promote their awareness of diversity. They make things for special occasions and enjoy some opportunities to use the play dough, thus, promoting their creative skills. Children have good opportunities to develop their understanding of the natural world. For example, they grow flowers and vegetables in the garden and enjoy noticing seasonal changes to the 'umbrella' tree as they walk to and from school.

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	2
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	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	2
The extent to which children make a positive contribution	2
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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