

Inspection report for early years provision

Unique reference number	314844
Inspection date	30/01/2012
Inspector	Wendy Dockerty

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 1996. She lives with her husband, two adult children and a 12 year old child in the Woolston area of Warrington. The whole of the ground floor of the childminder's house, except for the self-contained annexe, is used for childminding purposes. The family has a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for three children in the early years age range. The childminder is also registered by on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming, caring environment where individual children's care needs are known and catered for. She provides age-appropriate activities and is aware of children's interests, although her systems for observation, assessment and planning do not promote children's learning to their full potential. Documentation is satisfactorily maintained, although there are some omissions in required paperwork. The childminder has taken steps to improve her provision for children since the last inspection and she has started to use a self-evaluation record to reflect on her childminding practice.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare.) 31/01/2012

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

- record the regular fire evacuation drills in a fire log book, any problems encountered and how they were resolved
- develop further the observation, assessment and planning systems to ensure that all children's progress and development is promoted to their full potential.

The effectiveness of leadership and management of the early years provision

Children are protected from harm as the childminder has a sound understanding of the procedures to follow should there be any concerns regarding a child's welfare. All adults living on the premises have been suitably vetted and the childminder has carried out risk assessments of her home, regular outings and the activities offered, to ensure children's safety. She supervises children effectively at all times and a written safeguarding children policy is shared with parents.

Parents are kept informed of their children's welfare through daily discussions and they are provided with written policies regarding the procedures followed by the childminder. Most policies are signed by parents and stored within the children's information, although some documents are out of date. Also, the childminder does not hold information about who has legal contact with the child and who has parental responsibility for the child. This is a requirement of the Early Years Foundation Stage. The childminder has obtained the required written consents from parents in order to keep children safe, and gathers background information about the children before they first attend the setting which enables them to settle in effectively. Parents are aware that their child has a development folder containing observations and photographs and these are available at any time.

The childminder has established effective relationships with other settings who care for minded children, and information regarding children's welfare and progress is shared well between both settings and the child's home. The childminder seeks support and guidance from the local early years team when required and has started to reflect on her provision in order to make future improvements for the children who attend. Since the last inspection, the childminder has taken steps to meet the recommendations and actions raised in order to improve the setting for children. For example, children's safety is better protected as there is a safety gate at the foot of the stairs, a fireguard is in place to prevent children tripping on the marble hearth and parental consent is in place for the use of the trampoline. In addition, the childminder implements an observation and planning system, which she is currently developing, and the documentation regarding the organisation of the childcare is better maintained. Children begin to understand about diversity through a selection of resources and activities and they are encouraged to respect each other's needs.

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

The childminder has developed her knowledge of the Early Years Foundation Stage and is beginning to plan guided activities for individual children. She has an observation and assessment system in place and has begun to record the progress children are making. This system is in the early stages of development and currently activities are not always planned to support children's individual learning needs to their full potential.

Children are provided with a selection of age-appropriate resources and activities. The designated playroom gives children a comfortable, safe place in which to explore the resources on offer. Children sit with the childminder to complete a matching puzzle and talk about the objects they can see on the picture cards. Later they choose to make marks on the chalkboard and use pens to draw on paper which helps them to develop early communication and literacy skills. Children can also select from the dolls and prams, building blocks, art and craft materials, dressing-up clothes and books which are available. In addition, the childminder takes children to regular playgroups and they go for walks in the local area and feed the ducks, which supports their understanding of the world around them. There is an enclosed garden available for outdoor play, which the childminder uses in better weather. Here children use wheeled toys, a slide and a sand pit to develop their physical skills.

Children are offered snacks of fruit and drinks of juice during the morning and the childminder provides meals such as pasta and sandwiches. Children begin to understand about keeping themselves healthy as they have named drinks beakers to avoid cross infection and the childminder ensures that older children wash their hands after using the toilet. The childminder supervises the children effectively and talks to them about appropriate behaviour to keep themselves safe. An emergency evacuation procedure is practised with the children. However, there is no record to show the frequency of these practises or any issues that may occur during the fire drills. This impacts on the effectiveness of the drills in supporting children's understanding of keeping themselves safe.

Children behave well. They are happy and comfortable in the care of the childminder and respond to the childminder's questions and comments. Children enjoy cuddles with the childminder and photographs of the children are displayed around the room to give them a sense of belonging. Children are encouraged to respect each other and value each others' differences. Special events, such as birthdays, are celebrated and the children learn about festivals from cultures other than their own. To celebrate Chinese New Year recently children made lucky money envelopes, tasted Chinese food and drew pictures of the Chinese flag.

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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