

Inspection report for early years provision

Unique reference number	EY428549
Inspection date	21/02/2012
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband, adult child and one child aged nine years in the Stockton Heath area of Warrington. She has an assistant working alongside her on an occasional basis. The whole of the ground floor is used for childminding and there is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of six 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 five children in this age group on a part-time basis. She also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She collects children from the local school and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and relaxed environment. They are becoming confident communicators who are able to build caring relationships with other children and adults. Self-evaluation is being developed to drive further improvements in the service provided, and the childminder is well qualified and committed to ongoing training. The childminder has developed a good system to record children's learning journeys, but does not always capture insights into children's development from others Early Years Foundation Stage providers and parents. All required policies and paperwork are in place, but the risk assessments lack some necessary detail.

What steps need to be taken to improve provision further?

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

- extend the written risk assessments to cover anything with which a child may come into contact, with specific reference to the radiators, and record any action taken following a review or incident (Suitable premises, environment and equipment).
- 06/03/2012

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

- develop the recording of observations to summarise children's progress towards the early learning goals, enhance exchanges with parents and other providers and obtain their input to the records
- forge links with others who provide Early Years Foundation Stage to assist

assessment and planning, especially where children attend for very short periods of time.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a solid working knowledge of child protection procedures and appropriate record keeping, in line with the latest government guidelines. Risk assessments for the premises are undertaken in the form of a checklist which is very regularly completed and covers a wide range of risk factors, both inside and outside the premises. However, a record has not been kept of some decisions and solutions put in place, such as changes to the gas fire. Also issues, such as the high temperature of a radiator, have not been addressed. The building is fully secure, all adult household members have been notified to Ofsted, and visitors are supervised and their presence recorded.

The childminder brings her previous experience of nursery into the setting and this enhances the childminding provision. She has attended a number of courses in addition to the required childminding training and is committed to attending further training to increase her knowledge. A wide range of policies have been drawn up and shared with her assistant, and this ensures everyone is aware of how the setting operates. The childminder has started to use formal self-evaluation to review her practice and make plans for the future. Feedback from parents of the children who attend is frequently sought through discussion. The childminder is committed to developing the service she provides and has a good capacity to improve further.

The childminder places a strong emphasis on working in partnership with parents. She encourages parents to provide information about many aspects of their child's life at the start of the placement and she values the ongoing links she can make with children's cultural lives at home. This helps with planning of children's learning through play. She shares all written policies with parents via email. This ensures that parents are 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, observation files for each child are not shared with parents, which limits the information exchanged. She has discussed with parents the need to liaise with others who provide Early Years Foundation Stage care to children attending her setting to ensure the activities she provides complement their provision, and is aware that this would enhance her understanding of the children. The childminder understands the needs of the individual children she cares for and has given consideration to how she would meet the needs of children with special educational needs and/or disabilities and who speak English as a second language. This ensures that no child is disadvantaged and all children have their needs met appropriately.

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

The childminder looks after children as wraparound care before and after school and provides a range of activities to allow children to have a relaxed and purposeful leisure time. She recognises the need to provide activities that are of interest to individual children. She undertakes observations for most children and these are collected in individual children's files. However, she finds it more difficult to collect observations on children who attend infrequently and for very short periods of time. These observations allow the childminder to relate what children are doing to the six areas of learning. She uses a master sheet to highlight any areas that may be being missed in the observations. The childminder works in the nursery some of the children attend and has close links with the school. She is able to draw on these relationships to inform her general understanding of the children's progress. However, links have not been fully developed to jointly identify next steps in children's learning.

The children have access to a wide range of activities that cover the six areas of learning. To achieve this the childminder carefully plans some activities following themes, which supplements the children's independent choice. The toys and equipment are attractively presented and help to promote children's independence. They are confident to ask for games and activities in addition to those that have been set out. The children are exceptionally polite and articulate and their communication and social skills are encouraged by the childminder, who discusses their day at school with them and helps them think about how they could negotiate with their playmates, both while with her and at school. Children have access to books and writing equipment and enjoy craft activities, such as making junk models or things connected with themes, for example, Chinese lanterns and fans. Children use their knowledge of number and problem solving when playing board games and recognise colours by matching their bowls, cutlery and towels. The children make pancakes, experiencing volume and weight as they make the batter, and reminding each other about personal hygiene as they complete the activity. They are able to benefit from walking from school and nursery, and have easy access to the outdoor space. This allows children to enjoy physical activity and to experience the seasons and nature by tending to vegetable plants. Inside, their imagination is stimulated through craft activities, dancing sessions and role play equipment.

Children's welfare is also promoted through the provision of healthy and varied meals and snacks. Clear procedures about hygiene allow children to develop a clear understanding of good practices. Children are encouraged to keep themselves safe as the childminder reminds them of simple precautions, such as tidying toys away, and all children are included in the emergency evacuation practises. The childminder manages the children's behaviour in a clear and positive way. She provides a positive role model with clear expectations of how the children should behave, and helps children play together harmoniously. All children are well supported and making good progress in developing skills for the future.

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	2
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	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:	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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