

Inspection report for early years provision

Unique reference number EY266921
Inspection date 26/08/2009
Inspector Sheila Iwaskow

Type of setting 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 has been registered since July 2003. She lives with her husband and two children, aged seven and five years in the Woolston area of Warrington. A designated playroom is available for childminding purposes along with a kitchen/dining room and associated facilities on the ground floor. A fully enclosed garden is available for outdoor play.

The childminder is registered to care for a maximum of four children at any one time. There are currently two children on roll who are both on the Early Years Register. Children attend on a variety of placements. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children. Children attend for a variety of placements.

The childminder is a member of the National Childminding Association. She lives within walking distance of shops, schools and parks.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder is kind, attentive and relates well to the children. She is becoming familiar with the Early Years Foundation Stage (EYFS). As a result, children make steady progress towards the early learning goals and welfare needs are generally well met. Inclusion is adequately promoted and the childminder has developed sound relationships with parents. The childminder demonstrates a positive attitude to the continuous improvement of her childminding practice and is aware of where gaps in her provision lie.

What steps need to be taken to improve provision further?

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

- develop the assessment system to chart children's progress along the elements, towards the early learning goals in the six areas of learning
- implement procedures to identify children's starting points with regard to learning and development in consultation with parents and invite parents to contribute to children's development records
- review the organisation of resources to encourage children to make independent choices
- ensure that observational records clearly identify the next stages of children's learning and use this information to plan specific learning outcomes for children.

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

- ensure that children have access to fresh drinking 16/09/2009

water at all times (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

Sound procedures are in place to promote children's health, well-being and safety. All records required for childminding are in place, of the required standard and stored to respect confidentiality. The organisation of the day, centres around the individual needs and interests of the children. Children are well supervised as they play and all safety features are in place to prevent children from coming to harm. Daily checks are undertaken to ensure that all areas of the house used for childminding are safe. All of this information is recorded. In addition, the childminder has compiled a written risk assessments for each specific outing, which contains most of the required detail. The childminder has a satisfactory awareness of the signs of abuse and is aware of who to contact should a concern about a child arise. Clear procedures are in place, with the consent of parents, to leave children with another registered childminder in the event of an emergency.

All recommendations made at the last inspection have been successfully addressed. For example, fire evacuation procedures are practised with the children and a written complaints procedure is now in place. Written parental consent has been obtained to seek emergency medical treatment and for the childminder to take photographs. The childminder is proactive in accessing training to further develop her knowledge and skills. Some future training needs have also been highlighted in the self-evaluation form, which include attending courses on safeguarding and food hygiene.

The childminder works with parents to settle new children in to her care and gathers relevant information from parents to ensure that individual care needs are met. Information, via a daily diary and informal chats keep parents informed about how their children have spent their time whilst in the childminder's care. Policies and procedures are shared with parents, giving them an appreciation of the service provided. However, the childminder does not work with parents to identify children's starting points with regard to learning and development. Furthermore, parental contributions to developmental files are not invited. Valuable information, such as planning, information on the EYFS, and certificates of registration and public liability insurance are displayed as sources of information for parents. The childminder has established links with other providers of the EYFS that children attend to ensure continuity in their care and learning.

The quality and standards of the early years provision

The childminder has a warm nurturing approach and has developed positive relationships with the children. As a result, children are happy, relaxed and settled in her care. Children benefit from a homely environment where they have an ample amount of space to wander around freely and play in comfort. The learning environment is inviting with lots of educational posters and examples of children

art work attractively displayed. All necessary facilities are available on the ground floor creating an enabling environment for all children. Resources are of good quality and meet the needs of all the children who attend. However, not all resources are easily accessible to the children which limits their choice and independence.

The childminder has a growing awareness of the learning and development requirements of the EYFS. Observational records of children's progress have been put in place. However, assessments are not securely linked to the elements of the framework to help track children's progress towards the early learning goals. Furthermore, the next steps of learning are not identified to allow the childminder to plan future learning priorities. A balance of child led play and activities planned by the childminder are incorporated into the day.

Children behave well and enjoy socialising with the childminder's own children. A clear routine and a relaxed atmosphere helps children feel secure and at ease. Conversation flows freely as children openly talk about their family and topics of interest. They have lots of fun making models from play dough and competently use small tools, such as rollers and scissors. As children play games, such as number bingo they develop mathematical skills, including counting and colour recognition. In addition, playing board games teaches children the importance of following defined rules and of how to behave when competing against each other. Books are available to help develop young children's love of reading. Children are also beginning to recognise their name and mark making materials are available, such as chalk, to encourage young children to make their own representations on the blackboard. As they complete jigsaws, children are developing problem solving skills and planned activities, such as baking helps to foster children's awareness of shape and measure. Children enjoy visiting a local farm to see the animals and feeling the different texture of sand and water promotes their sensory awareness. A varied range of role play and creative opportunities are at times available to allow children to develop their imaginative and artistic skills. Activities, such as the celebration of some cultural festivals and tasting food from other countries helps to raise children's awareness of diversity. The childminder shows an understanding of the importance of valuing linguistic diversity and of providing an inclusive environment for children with learning difficulties and disabilities. Children enjoy the time they spend outdoors where a pleasing range of resources are available to allow children to develop their physical skills.

Nutritious meals and snacks are provided to promote children's good health. Children are offered a drink with their snack. However, fresh drinking water is not made readily available at other time to allow children to independently quench their thirst. This a breach of a legal requirement. The childminder's home is clean and maintained at a comfortable temperature. Hand washing is incorporated into the daily routine. Equipment, such as a step stool is available to allow young children to reach the sink to independently wash their own hands, thereby developing their self-help skills. Children have their own individual towels, which stops infections being spread. When out and about with the childminder children are made aware of the potential dangers of the road, raising their awareness of personal safety.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met