

Inspection report for early years provision

Unique reference number	304002
Inspection date	09/06/2009
Inspector	Valerie Thomas
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 was registered in 1983 and lives in a residential area of Wilmslow. The whole of the ground floor, two bedrooms on the first floor for sleeping and two rooms in the basement of the property are used for childminding and access is via one step into the home and a flight of stairs leading to the basement area. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder is registered to care for six children under eight years and occasionally her husband works as an assistant. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for 15 children, all on a part-time basis, seven of whom are in the Early Years Foundation Stage (EYFS). There are arrangements in place with the local playgroup and school that children attend.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from the positive and effective interaction from the childminder who promotes and extends their learning well and ensures they are valued as individuals. There is a wide range of activities provided which helps to promote each child's enjoyment and generally, the methods for observing and assessing children's progress are suitable. The childminder clearly evaluates what is offered and has a positive attitude to continuous improvement to ensure the care and education is of a good standard. The majority of welfare requirements are met, although, due to a recent house move there are some safety issues which are not fully addressed. The childminder develops positive partnerships with parents and others to ensure children's individual needs are met well.

What steps need to be taken to improve provision further?

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

- enhance the observations and assessment process to identify learning priorities matched to the early learning goals for each child and involve the parents more in the process
- update the record of risk assessment to include any assessments of risks for outings and trips.

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

- take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum; this relates to the water feature in the garden; the security of the outside area and the supervision of children playing in the basement area

23/06/2009

(Suitable premises, environment and equipment: also applies to both the compulsory and voluntary parts of the Childcare Register).

The leadership and management of the early years provision

All children benefit from the strong relationships built with parents. Individual needs are fully discussed and parents record their child's individual routine including details of their likes and dislikes. This gives the childminder a secure understanding of all children and enables her to meet their care effectively. There are clear settling in procedures to ensure children are happy and settled and daily diaries used for young children keep parents informed of their child's well-being. The childminder encourages parents to be involved in their child's learning through discussing activities but does not always extend this to involving every parent in the observation and assessment process. Informal links are built with other settings providing for children in the EYFS through discussions with staff about activities children are involved in and exchanging information with the parents. This helps to ensure continuity of care and education for all children.

The home offers a welcoming environment for all children. There is a good range of resources which are easily accessible in wicker baskets and cupboards so that children can make decisions about their play. Risk assessments are completed and cover most areas. The childminder has very recently moved to the premises and has put many safety features in place to make the outdoor area safe. For instance, fencing has been fixed to the top level barriers to prevent children climbing or falling through and to restrict areas in the lower garden. A cover has been placed over the water feature; however, this is not secure and does not bear any weight if a child was to stand on it which means that the collected water is accessible. Bolts are fitted to the gates but these could be unlocked from the outside which does not make the area fully secure. Children also use rooms in the basement area of the house where children may sometimes be out of earshot and sight of the childminder if she is busy with other children upstairs. This does not fully promote children's safety at all times. Risk assessments for outings are visually completed and all risks are considered, although, they are not recorded. The childminder has a secure knowledge of safeguarding issues and has all relevant documents and guidance which reflect the Local Safeguarding Children Board procedures. This helps to ensure all children are protected. Attendance, medication, and accident records meet all requirements and all written consent forms are in place in order to ensure that each child's welfare is promoted effectively.

The methods used for self-evaluation are good. The childminder has used all of the EYFS documents and guidance to reflect on what she offers and has completed the Ofsted self-evaluation form to consider all areas. There are clear targets identified such as the safety of the outdoor area which the childminder is currently working on and is aware that she could do more to involve parents in identifying children's progress. Following the last inspection fire drills were discussed and practised at the previous premises and these will be continued in the new setting. The

childminder continues to update her knowledge of childcare issues through attending training courses such as 'Safeguarding' and 'Food Hygiene' and both her and her assistant have current first aid certificates.

The quality and standards of the early years provision

Healthy and nutritional meals and snacks are provided and the childminder ensures that individual dietary needs are met. For instance, she plans meals so that fish is not given on certain days so that no-one is excluded. Healthy appetites are encouraged and mealtimes are a social occasion with children pouring their own drinks and engaging in conversations together. Hygiene is promoted well and good explanation is given to help children understand when and why they need to wash their hands with individual towels provided. This minimises the risk of spreading infection. There is a wide range of physical activities which encourages all children to develop a healthy lifestyle. They have lots of fun as they play outside in the garden, balancing on skates, riding on bikes and climbing on equipment, enjoying calling out 'I'm the king of the castle'. The childminder promotes children's understanding of safety well. Consequently, they know how to walk down the steps safely, holding onto the rail and not to touch each other or they may fall. Good open questioning encourages children to think why they must not go near any hot drinks and they confidently explain that they may get burnt.

The childminder provides a wide range of activities but much emphasis is placed on child choice and building on individual interests. Consequently, children are happy and confident learners initiating much of their own play and their independence is developing well. For instance, when playing outside they ask for a sheet to make a den over the climbing frame and then this is later extended to inside where they make a den, sitting happily under the sheet to read a book. The childminder's interaction with all children is positive and praise is used well to develop their confidence and self-esteem. Behaviour is managed effectively with sharing and taking turns very much encouraged which results in children having good relationships with each other. For example, while they are painting their picture of flowers, which develops their creative skills, they wait patiently for the colour they want. The childminder raises children's awareness of diversity through a suitable range of resources such as books and small world equipment and takes them to the library to look at books which portray positive images of culture, gender and disability. This helps children to develop the skills for making a positive contribution to society.

Language development is promoted well by the childminder who engages in conversations with the children and uses open-ended questions effectively. For instance, children explain that when they make the jelly it will need to go in the fridge which also extends their understanding of change. Children are making good progress in their writing skills as they are able to follow the dots to write their name on their picture or complete this task independently. To develop their understanding of number, children get out their plates and cutlery ready for lunch, counting the items so that they have one each and the childminder encourages children to compare how many apples and pears there are. This helps children to develop good skills for their future economic well-being. There are clear systems in

place to record children's progress with individual learning plans for children who spend most of their time at the childminder setting rather than other settings. All children have scrap books which have photographs and evaluations of their progress detailed. The next steps for their learning are identified, although, they are not always linked to the expectations of the early learning goals to help children achieve their full potential.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

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:

- ensure that the childminder is present on the premises at all times when childcare is being provided (Welfare of the children being cared for: also applies to the voluntary part of the Childcare Register) 23/06/2009
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children: also applies to the voluntary part of the Childcare Register) 23/06/2009
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 23/06/2009

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 for the compulsory part of the Childcare Register (Welfare of the children being cared for) 23/06/2009
- take action as specified for the compulsory part of the Childcare Register (Arrangements for safeguarding children) 23/06/2009
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 23/06/2009