

Inspection report for early years provision

Unique reference number	315063
Inspection date	10/05/2011
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.

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 2000. She lives with her two adult children in the Birchwood area of Warrington. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play.

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 group. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, aged eight and four years who attend on a part-time basis. There were no children present at the time of the inspection.

The childminder walks to local schools to take and collect children. The childminder attends the local carer and toddler group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides activities which children enjoy, although the systems for observation, assessment and planning are not robust. Children's safety and well-being are maintained and the childminder has established partnerships with parents to ensure that necessary information is shared. Parents are aware of most of the policies and procedures of the setting, however, some significant procedures regarding children's welfare are not formally shared with parents. The childminder respects all children as individuals and values their family backgrounds. The childminder has taken steps to meet the actions raised at the last inspection which has a positive impact on the provision for children. A self evaluation document has been completed and the childminder has started to identify areas for further development.

What steps need to be taken to improve provision further?

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

- further develop the systems for observation, assessment and planning to ensure that next steps for each child's developmental progress are identified and promoted
- formalise the policies for complaints, uncollected and missing children so that parents are fully informed of the procedures
- update the complaints record in line with the welfare and learning and development requirements of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are protected from harm as the childminder has an understanding of safeguarding children. A written policy is in place and the appropriate contact numbers are readily available. However, there is no written policy in place with reference to a child not being collected, a child going missing or the procedure for parents to follow should they wish to make a complaint. Although the childminder is able to explain the procedures verbally when asked, this impacts on children's welfare as parents are not aware of the procedures that will be followed should such a significant event occur. A complaints record is available, although it is out of date as it does not relate to the Welfare Requirements of the Early Years Foundation Stage. Parents are kept up to date, however, of children's general well-being and the activities they have taken part in. Contracts are reviewed annually to ensure information gathered from parents is accurate and the childminder will send text messages to parents to inform them of ongoing issues or events. The childminder has not yet established partnerships with other Early Years settings that minded children attend, although she has started to consider ways in which information can be shared in advance of children starting full time school in September.

The childminder has started to reflect on her own provision by completing a self-evaluation document and this has enabled her to identify strengths and areas for future development. For example, the childminder wishes to attend further training in the Early Years Foundation Stage and in safeguarding children. Since the last inspection, the childminder has taken steps to meet the actions and recommendations made.

There has been significant improvement in the organisation of documents required for the safe and effective management of the setting. In addition, the childminder has started to observe and assess the children's progress, although these systems need further development. The childminder offers an inclusive provision where all children are respected as individuals and they begin to learn about diversity.

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

The childminder has an understanding of each child's individual interests and abilities. She provides activities which are age appropriate and suitably engaging for children. The childminder explains how children enjoy spending time reading books, baking cakes, making dens with blankets and furniture and playing outdoors. When children attend for longer periods of time, the childminder takes them to local places of interest such as the nature reserve and park. Resources and equipment available for children include art and craft materials, sand and water play, wheeled toys, bats and balls and small world play. Children are provided with opportunities to develop their future skills, for example, children are given an individual scrap book which they use for practising their early writing skills as they write their name, draw pictures and make independent marks. The

childminder explains how children enjoy using the computer and she supports them to develop skills such as mouse control and navigating a website to find favourite games. The computer is also used to support their problem solving and numeracy development as the childminder helps children to find the matching pairs in simple mathematical programs.

The childminder is developing an understanding of the Early Years Foundation Stage and has started to carry out observations and assessments of the children's learning. However, these systems are currently in their infancy and observations are not carried out frequently or used to inform future planning. Due to this children's progress and development is not promoted to full potential.

Children's health and well-being are promoted by the childminder as she ensures they are cared for in a safe and clean environment. Children begin to learn about keeping themselves healthy as they follow daily routines such as washing hands before mealtimes and they are encouraged to think about healthy eating. Although children do not always choose to eat fresh fruit and vegetables, the childminder supports them to understand that these are healthy foods which they need to have in addition to their favourite meals. Risk assessments are in place for the home, garden and routine visits, to ensure that hazards to children are kept to a minimum. Children are beginning to develop an understanding of keeping themselves safe. The childminder demonstrates how the fire drill helps children to think about their own safety in an emergency, and explains how children are aware of issues such as stranger danger. The childminder supports children to learn about cultural diversity and respect each other as individuals. Children have access to books and play figures which reflect diversity and join in with activities to celebrate cultural celebrations and events such as the Royal Wedding and Chinese New Year.

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

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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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