

Inspection report for early years provision

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Inspection date	29/09/2009
Inspector	Sarah Jane 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.

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 1988. She lives with her husband and two adult children in a village in, Cheshire. Local schools and pre-schools are within walking distance. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outdoor play. The family has two dogs as pets.

The childminder on rare occasions works with an assistant. She is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. When her assistant is present, no more than four may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes minded children to the park, parent and toddler group, shops, on walks and to visit other childminders in the area on a regular basis. She is a member of a local Childminder's Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a service tailored to children and families individual needs. She has embraced the Early Years Foundation Stage (EYFS) and is committed to improving and developing the service she provides to both children and parents. Self evaluation of her service is being developed as a tool for future improvement. Children are kept very well occupied with a range of activities which cover many aspects of the EYFS both within and outside the home. Observation and assessment supports children's learning in a broad way. Risk assessments are undertaken and the building is generally safe and secure.

What steps need to be taken to improve provision further?

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

- secure the garden and building to prevent the entry of intruders (Safeguarding and Welfare). 13/10/2009

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

- develop the use of self-evaluation as part of an internal review to inform planning of future improvements
- develop further the systems of observational assessment and the identification of children's next steps to support provision of experiences

which help children progress towards all the Early Learning Goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded in a generally satisfactory way. The childminder ensures that she has a clear knowledge of child protection procedures, appropriate record keeping and her ultimate role, in line with the latest government guidelines by attending training and having an information pack as a reference document. This helps to ensure children are protected from harm or neglect. She undertakes risk assessments and maintains a safe building. However, the risk assessment has not highlighted a risk in the security of the premises, although she secures the front door and the back gate is closed on a high latch she has not totally eliminated the risk of intruders gaining access to the garden and then the house through the back door. She is aware of the need to be vigilant when on trips out and when caring for children of different abilities, for example, babies who cannot have access to small toys. Written risk assessments are in place for outings and the premises in general.

The childminder has attend a number of courses and continues to identify areas where her knowledge could be improved through training, for example, she wishes to increase her childcare knowledge to NVQ level 3. She has started a formal paper based self-evaluation and is committed to developing the service she provides and using the EYFS to support children's learning and development. She has implemented the changes recommended at her last inspection.

The childminder places a strong emphasis on working in partnership with parents and other providers who work with the children in her care. She shares a number of written policies with parents and reviews these with them on an annual basis. Children's development files are also shared with parents which updates them on the activities their child has undertaken and areas of learning covered or milestones achieved. She liaises with other providers to ensure the activities she provides complement their provision. The childminder understands the needs of the individual children she cares for and has organised her home to allow children to access a range of appropriate high quality equipment. When required she provides a separate area for older children, so a wide age range can be accommodated successfully. 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 provision for children's learning, development and welfare is good. The children benefit from a very enthusiastic childminder. She sees the EYFS as a resource to support and inspire her planning of activities and a useful tool in monitoring of children's development. She can explain what stages children have attained and what she feels their next steps will be. Children's development is recorded in personal files which chronicle children's individual development

through photographs and observations that are related to the areas of learning. This provides a good picture of the activities children are involved in and the progress they are making, for example, the recording of a bug hunt and children's growing knowledge of the natural world. However, this assessment system does not yet provide a way to easily monitor children's progress towards all the aspects of the different Early Learning Goals for children of their age. The next steps that are recorded sometimes relate more to future activity ideas rather than children's next steps in learning.

Children experience activities that flow from their interests, for example, children's interest in the topic of growing edible plants was continued over many days and the activities were extended to cover many aspects of learning. For example, children not only filled pots and planted seeds, they cared for the plants and used tools and knowledge of numbers and numerals to measure them and then recorded their findings. Warm relationships are formed between children and they help and support one another in their play. A constant stream of conversation means that even very young children are becoming confident communicators who are very bright and happy with excellent self esteem. They reflect on the past and how they have ground and gained new skills. The children are encouraged to value books and are encouraged to use them as sources on information, for example, when identifying bugs on the bug hunt. Close links with the local community provide opportunities for Children to investigate objects and materials as they join in with messy play sessions with other local children. Children have access to larger equipment at the toddler groups and in the local parks, giving children opportunity to develop their balancing and climbing skills.

Children are encouraged to enjoy fresh air and the natural environment, through walking and working in the garden. Children's welfare is also promoted through the provision of healthy diets in conjunction with the children's parents. They are encouraged to try vegetables they have grown, for example, tomatoes. Easy access to the bathroom and clear procedures about hygiene both personal hygiene and hygiene of the home allow children to enjoy a clean and healthy environment. Children are encouraged to keep themselves safe as the childminder reminds them of simple precautions such as tidying toys away or crossing roads safely. The childminder manages the children's behaviour in a very positive way praising the children, using distraction and keeping them well occupied. They respond positively to the childminders boundaries. Children are making good progress in developing skills for the future and the move to school when the time comes.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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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:

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:

- demonstrate how you will meet the training requirements of the compulsory part of the Childcare Register to undertake a course approved by an English local authority designed to enable a childminder to meet the requirements of registration on the Compulsory part of the Childcare Register (Qualifications and training) 31/03/2010

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:

- demonstrate that you have undertaken training in the core skills as set out in the document 'Common core of skills and knowledge for the children's workforce' (Qualifications and training). 31/03/2010