

Inspection report for early years provision

Unique reference number	318176
Inspection date	27/07/2009
Inspector	Krystina Chitryn
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 1992. She lives with her husband in the Timperley area of Cheshire. The kitchen, playroom, lounge and first floor bathroom are used for childminding purposes. There is a fully enclosed garden available 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 range. She is currently minding children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is qualified to level 3 in childcare. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The children's welfare is promoted and they are making sound progress in their learning and development. The childminder is aware of children's individual needs and works in partnership with parents and others for the benefit of the children. She ensures children's health and safety is promoted and develops their awareness to enable them to care for their own well-being. The childminder does not use planning to promote individual challenges for children. She has begun a process of self-evaluation and identified areas for improvement through further training.

What steps need to be taken to improve provision further?

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

- ensure photographs are presented and dated for evidence, so progress can be monitored
- formalise planning and use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- undertake training in the Early Years Foundation Stage.

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

- ensure that risk assessments identify the person carrying out the assessment and the date it was recorded (Suitable premises, environment & equipment) (also applies to both parts of the Childcare Register) 05/08/2009
- ensure that medication and accident records are fully recorded (Safeguarding and welfare) (also applies to both parts of the Childcare Register). 05/08/2009

The leadership and management of the early years provision

Overall the provision is satisfactory. Generally the required policies, procedures and documentation are in place for the safe and efficient management of the setting and confidentiality is maintained. However, the childminder has not identified who carried out the risk assessment and when they were completed. Records for accidents and medication do not have the full name of the child, dosage of medicine, time and date. These are breaches of the welfare requirements. The childminder has not attended training in the Early Years Foundation Stage, however, she has undertaken training in safeguarding children. She is aware of developing her training to maintain her professional development and provided a copy of her self-evaluation document on the day of the visit. She has plans in place to attend training in the Early Years Foundation Stage.

The childminder has an NNEB qualification and generally has a positive attitude to her professional development through ongoing training.

The childminder has begun to develop a formal system for self-evaluation for one child; however, she plans to further develop these and introduce more formal planning systems.

All parents have contracts which are reviewed annually. Daily information is shared verbally with the parents about their child's day and parents state they are happy with the system. Parents have access to their own children's records of achievement and information. Parents and children have settling in times where individual needs are discussed and information is exchanged. The childminder has regular contact with the school and discusses the children's progress to continue consistency.

Children are cared for in a welcoming environment, where their individual needs are met. However, she provides few resources that promote equality of opportunity and demonstrates a lack of clarity over different multi cultural festivals. This does not help children develop an understanding of the wider world. Resources, toys and equipment are all in good, clean condition and of satisfactory quality. They are easily accessible to the children and they can make choices about their play. This improves their self confidence and independence skills.

The quality and standards of the early years provision

Children are making satisfactory progress towards the early learning goals and their welfare is well provided for. They are given individual support in an environment that supports their learning and development. The children have use of a designated playroom. They have lots of room to move around freely and make choices about their play and initiate their own learning. They have some access to the outdoor play space. The childminder plans her routine to ensure that children have daily fresh air, exercise and opportunities for exploration, therefore,

extending children's learning. They walk to and from school each day and have weekly visits to the local park. The childminder spends time extending children's language skills; she constantly talks to the children and includes them in all conversations as she plays on the floor with them. She recognises a child's interest in the local trams and trains and they listen to the sounds and are learning to identify the differences. She further encourages the child's interest by providing a train track and trains, story books and they sing songs, so their interests are further developed. She is aware of the progress the children are making with language and communication skills and they receive lots of praise and encouragement for their efforts. This gives them a sense of pride and feelings of self-worth.

Interaction between the childminder and the children is good. They have lots of conversation, praise cuddles and eye contact. The childminder spends time playing with them at their level. There is no formal planning in place and she takes her lead from the children, discussing with them what they like to do and play with and developing their interest. She has begun to put together a record of achievement for one child which include photographs, evaluative observations and the next steps for the child, but these need to be further developed.

Children are cared for in a safe, clean environment where they learn to take care of themselves. They are learning about personal hygiene, safety and healthy eating. The childminder provides a healthy range of snacks and parents provide the main meals. The children are learning about food preparation and baking. This encourages their understanding of healthy eating and is helping them to develop life skills. They are learning to keep themselves safe. They understand basic road safety rules when walking to and from school, such as holding on to the sides of the baby buggy.

Children are well-behaved and learn about what is acceptable through positive strategies appropriate to their age. They receive lots of praise and encouragement and she talks to the children about caring for one another and being kind. They are happy and content in the childminder's care.

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?	3
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:

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:

- take action as specified in the early years section of the report (CR5) 05/08/2009
- take action as specified in the early years section of the report (CR8). 05/08/2009

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 in the early years section of the report (CR5) 05/08/2009
- take action as specified in the early years section of the report (CR8). 05/08/2009