

Inspection report for early years provision

Unique reference number	500460
Inspection date	05/10/2011
Inspector	Ron Goldsmith
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 2001. She lives with her two children aged 10 and 13 years old in Alderley Edge, Cheshire. All of the premises are registered for childminding purposes, with the exception of the main bedroom. The childminder is registered by Ofsted on the Early Years Register and both compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for six children under eight years at any one time. There are currently six children on roll, of whom three are in the early years age group. There were no children present at the time of the inspection and so the impact on children could not be assessed. The childminder takes children to and collects them from local schools. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Through discussion and documentation, the childminder is able to demonstrate that children's needs are suitably met. She shows that, on the whole, their safety is adequately supported in the home and when on outings. She explains how, for the most part, children's learning is supported across the different areas. Discussions demonstrate that she works appropriately alongside parents. She acknowledges that self-evaluation is not strong, although, she has reflected on some areas of practice.

What steps need to be taken to improve provision further?

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

- develop understanding and confidence in assessing the children's development and evaluating their next steps for learning in all the areas
- ensure all accident records are signed by parents
- make sure the outdoor area is safe for children at all times
- develop self-evaluation so that strengths and areas for improvement can be identified.

The effectiveness of leadership and management of the early years provision

Through discussion and documentation, the childminder is able to demonstrate a satisfactory understanding of how to keep children safe. For example, she is aware that all adults who are in the household or who have unsupervised access to children, should be appropriately checked and she ensures children are not exposed to hazards. She has a sound knowledge of the indicators of child abuse

and the procedures to follow if she has a concern about a child. She has undertaken a risk assessment on the home environment that identifies a number of potential risks, for example, areas of the garden. The childminder takes children on outings so that they get regular fresh air and exercise and has risk assessed the outings.

Documentation shows that the childminder has completed the required training and some useful workshops that help to develop her knowledge. She demonstrates enthusiasm about her childminding and acknowledges that there are areas of weakness in her practice. For example, although, using the Ofsted self-evaluation form, it has not been updated and is not robust enough to identify all areas of strength or areas for development. However, she has developed the required documentation, records, policies and procedures, such as a complaints and safeguarding policy.

The childminder describes a positive, informal relationship with parents/carers. They are provided with some useful documentation, such as the policies and procedures. The 'child record' form that parents complete, provides the childminder with appropriate information to help her suitably meet the children's needs. However, the record of accidents to children are not all signed by parents.

Most communication with parents is by word of mouth to convey basic information about how children have been and what they have been doing. This contributes to them being able to have a satisfactory involvement with their child's care and learning. The childminder demonstrates that she knows the children in her care well. She is able to describe how she ensures that activities are suitable for all children and how they are all encouraged to join in without discrimination. There are opportunities for children to experience and learn about diversity through different resources and activities. The childminder describes the management and deployment of resources as being suitable.

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

The childminder is able to demonstrate through documentation and discussion that she suitably helps children to learn and develop. Therefore, they are able to make satisfactory progress. For example, she asks parents for information on children's abilities at the point of registration. This gives her a useful understanding about their starting point. She carries out observations on the children and records some information, which means that she has an awareness of their abilities. Whilst the childminder has a sound understanding of how children learn through play, she lacks confidence in assessing children's development and evaluating their next steps for learning in all the areas.

The childminder describes a suitable range of activities and opportunities that children have to promote their skills. For example, she says that all children enjoy activities, such as imaginative play, when they pretend to cook meals or when they enjoy blowing bubbles. She explains that she takes children out into the

community so that they meet and socialise with other adults and children. She describes that children enjoy the activities she provides and often make suggestions of their own. She says that children enjoy looking at books and having a story read to them. They identify colours and join in with the story where they feel able.

The childminder explains how she helps children to learn to stay safe. For example, she talks to them about road safety and being careful. She helps them to understand about being healthy by encouraging them to wash their hands as part of daily routines, before eating and after going to the toilet. She takes them to the park so that they can develop their physical skills using the equipment. She describes how she encourages them to eat fresh and nutritious food. The childminder has a suitable understanding about promoting positive behaviour. She explains that she praises children for behaving well and helps them to understand the importance of good behaviour.

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

The quality of the provision in the Early Years Foundation Stage	3
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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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