

Inspection report for early years provision

Unique reference number	EY299066
Inspection date	25/03/2009
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2004 and lives in Sandbach, Cheshire. The whole of the ground floor of the property and bedroom on the first floor are used for childminding and access is via one step into the home, with a flight of stairs leading to the bedroom. There is a fully enclosed garden available for outside play. The childminder has two cats.

The childminder is registered to care for six children under eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for 17 children, all on a part-time basis, five of whom are in the Early Years Foundation Stage (EYFS). There are arrangements in place with the local pre-school and schools that children attend.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. There is a wide range of interesting and enjoyable activities provided for all children and the childminder effectively engages in their play to extend their learning well. Documentation is well-maintained, with the majority of the requirements met and, generally, each child's welfare is promoted well. The partnerships with parents and other settings that children attend are excellent which enables the childminder to meet their individual needs effectively. The methods for self-evaluation are good and the childminder has clear targets in place that she wishes to develop, demonstrating that she has a committed approach to further improvement.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment covers anything with which a child may come into contact: this relates to the provision of smoke alarms; the security of the gate in the outdoor area and the storage of the cat's feeding bowls
- use training made available by the local authority and other sources; this relates to developing further a better understanding of current methods for behaviour management.

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

- obtain information about who has legal contact and parental responsibility for each child (Safeguarding and promoting children's welfare).

01/04/2009

The leadership and management of the early years provision

The childminder organises the indoor environment extremely well for all children in her care. The playroom is bright and very stimulating with many learning posters displayed and there is an excellent range of resources which are easily accessible so that every child can make choices. Generally, documentation is organised well with robust records for accidents, medication and attendance, although information regarding who has legal contact and parental responsibility is not obtained for every child. Risk assessments for the home are in place, with daily safety checks made and every type of outing fully assessed to ensure children's safety. However, consideration is not given to all risks on the premises. There is no smoke alarm on the first floor to aid the early detection of a fire at this level and although the gate on the outdoor area has safety catches fitted, they do not give optimum security. The childminder ensures that pets are healthy to be close to children by ensuring all health checks are completed, although their food bowls are accessible. This does not fully promote children's health and safety. The childminder has a good understanding of safeguarding issues and is fully aware of her role in reporting any concerns to the relevant agencies.

A key strength of the setting is the partnership with parents and other settings that children in the EYFS attend. All policies are shared with parents and fully discussed at initial visits and there is an excellent settling in procedure for new children. The exchange of information on children's individual needs is exceptional and the childminder is proactive in sharing information about each child's progress through discussion, daily diaries and involving parents in identifying the next steps for their learning. Top priority is given to developing strong links with other settings that children attend to ensure continuity of care and learning for all children. For example, the childminder obtains menus from the school to ensure children receive a balanced diet and makes extremely good use of a sharing diary used by the local pre-school to build on individual interests and skills.

The methods used to evaluate what is offered are effective, demonstrating a good capacity to improve. They ensure the childminder has a clear view of her strengths and areas that she wishes to develop, with recommendations made at the last inspection fully met. The childminder meets the qualification requirements of the EYFS and attends some additional training to improve her practices. She has a National Vocational Qualification Level 2 in Early Years Childcare and Education and past training includes 'Food Hygiene'. However, her knowledge of current methods for behaviour management is not fully developed to ensure that children's welfare is promoted to a superior level.

The quality and standards of the early years provision

Children's health is actively promoted within the setting. Healthy and nutritious meals are provided for every child and they sit at the table well to eat their snack of raisins, bread sticks and apples. Their understanding of healthy foods is developed further through growing tomatoes and taking children to the dentist to learn how to keep their teeth healthy. There are clear routines for hand washing

and nappy changes and children are excluded if they have an infectious illness. This helps to prevent the spread of infection. Many opportunities for physical activities help children to develop a positive attitude to exercise. For example, they enjoy learning how to roll over on the mat, have lots of fun as they join in with action songs and regularly visit the park to play on the equipment. The childminder helps children to learn how to keep themselves safe during play and routines. Children know how to use the stairs safely, holding on the rail as they come down and they learn about road safety when walking to and from school. The childminder frequently practises fire drills with all children to ensure they fully understand the routine. This helps children to stay safe.

The well-organised environment enables all children to become independent learners' which develops their confidence well. The childminder ensures that children are given plenty of choice and they are actively encouraged to make decisions about their play. This ensures that children are happy and interested in what they are doing. The childminder plans a wide range of activities on a monthly basis to ensure the six areas of learning are covered. There are good methods for observing and assessing each child's progress with the next steps identified and the childminder is mindful of these during activities. She makes good use of open-ended questions to encourage children to explain their thoughts as they play with the animal hospital and helps them to learn new words, such as 'stethoscope', which extends their language skills well. Children enjoy looking at books and as they sing 'Incy Wincy Spider' they remember the pictures in the story and quickly go to find them. They have good opportunities to develop their creative skills, having lots of fun as they paint pictures of their 'mummy'.

The childminder continually extends learning through play. For example, when threading the cotton reels, she encourages them to count how many they have and they are able to count confidently that they have five animals. Since the last inspection the childminder has increased the range of resources to develop children's knowledge and understanding of the world. There are posters displayed in the playroom which portray positive images of different cultures and there is a good range of resources including books, puzzles and dressing-up clothes. She also provides activities to celebrate a varied range of festivals. The childminder sets clear boundaries for children with regard to how to behave appropriately, such as sharing and respecting each other, which helps them to make a positive contribution to society and develop the skills they will need for future learning.

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?	1
How well are children safeguarded?	2

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.