

Inspection report for early years provision

Unique reference number	EY299835
Inspection date	09/04/2009
Inspector	Sue Anslow
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 2005. She lives with her partner and their two children aged nine and four years. The family live in Congleton, Cheshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child under five years. This provision is registered by Ofsted on the Early Years Register and both parts of the Childcare Register.

The childminder is able to take and collect children from school and attend local play facilities with younger children.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder ensures each child's individual needs are met and all children are valued and treated with respect. She promotes most aspects of children's welfare with success, ensuring that children are safe and secure. The childminder works closely with parents to ensure she has a clear understanding of each child's background and interests in order to provide appropriate activities. The childminder demonstrates a positive attitude towards her ongoing professional development and has recently developed a system for evaluating and assessing her childcare practice.

What steps need to be taken to improve provision further?

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

- help children to understand about people who are different from themselves through the provision of appropriate activities and resources, particularly reflecting disability.

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

- obtain written permission from parents for the seeking of any necessary emergency medical advice or treatment (Safeguarding and Welfare).

23/04/2009

The leadership and management of the early years provision

Children's safety is promoted well, both inside the home and on outings. Space is well organised to support children's growing independence and children make choices as they select toys from boxes on the floor. Thorough risk assessments are

carried out as required and children learn about keeping themselves safe through good routines and gentle reminders, such as, tidying up the toys at the end of a game. Children are kept safe from harm as the childminder demonstrates sound knowledge of safeguarding procedures, which are shared with parents. Written policies and procedures support the childcare practice, and new families have access to a file of information about the childminder's family and the service she provides. Record keeping is correct and up to date, including a system to record any complaints from parents. However, there is no written policy in place, to explain the childminder's responsibility for investigating all written complaints immediately.

The childminder demonstrates a commitment towards developing her knowledge and skills. She has attended the introduction to childminding course and keeps her first aid certificate up to date. Through meeting up regularly with other childminders, she is able to discuss any concerns and get advice and support. The childminder is familiar with the Early Years Foundation Stage (EYFS) framework and has developed a system for building on her strengths and highlighting areas which may need improvement. All the recommendations made at the last inspection have been completed satisfactorily and future actions are well targeted. The childminder practices inclusive childcare and respects the uniqueness of each child. All children are made equally welcome in the household and encouraged to participate in all activities and outings. Appropriate activities and resources help children learn about people who are different from themselves and there is a range of resources reflecting different cultures. However, resources reflecting people with disabilities are limited, which hinders children's understanding in this area.

Partnership with parents is valued and promoted. Information is exchanged verbally every day and parents are kept well informed about their child's day. An album of photographs demonstrates to parents the kinds of activities the children have been doing, thus promoting their all round development. Ongoing dialogue with parents ensures that children's interests are followed and any worries or concerns are managed appropriately. For example, children who don't like getting their hands dirty may prefer to 'paint' the walls outside with water rather than explore finger painting.

The quality and standards of the early years provision

The childminder demonstrates good knowledge of the EYFS framework. Children are making satisfactory progress towards the early learning goals and have easy access to a wide range of resources to meet their developing needs. The childminder recognises the importance of play and provides a balance of adult-led and child-initiated activities. She is in the early stages of devising a suitable system for observation and assessment of children's learning and development, in order to track their progress. Records are kept of the children's enjoyment and achievements, which keep parents informed of their progress and help the childminder plan suitable activities to extend their learning. Activities are often linked together and extended according to the children's interest. For example, following a child's comment about the bird's singing, the childminder organised a trip to the library to look at pictures of birds and read about their different songs.

Later in the week they visited the aviary in the local park and made finger puppets in the shape of birds.

Children of different ages are learning to share and play games successfully. They behave well and develop a sense of pride as the childminder praises them warmly for creating a beautiful Easter card for their parents. The childminder consistently talks to children, encouraging them to communicate, and ask questions. Children are able to access books at any time and are beginning to develop good levels of concentration as they sit and read a story to themselves or show other children where the tiger is hiding. Physical activity is promoted through daily walks to and from school as well as kicking a ball around in the garden. They climb the stairs to the bathroom, often counting them on the way and make good use of their smaller muscles holding pencils and glue sticks. Imaginative play is promoted strongly through the provision of appropriate toys and equipment. For example, children have great fun organising picnics on a blanket on the living room floor, with tea sets and play food, or they play at 'nurseries', taking the morning register with pads and pencils.

The childminder places good emphasis on maintaining a clean and safe environment for the children. They learn about washing their hands at appropriate times and practise evacuation procedures from different exits in the home. Children are provided with regular meals and snacks throughout the day and thoroughly enjoy the bananas and grapes for their snack on the day of inspection. Individual diets are discussed with parents and drinks are readily available throughout the day. Any accidents or illnesses are managed appropriately and recorded as required. However, written permission for the seeking of any necessary medical treatment has not been obtained from parents. The childminder has a satisfactory knowledge and understanding of most of the welfare requirements to ensure children are suitably cared for. A strength of her provision is that she knows the children very well, which enables her to provide successfully for their individual care needs and routines. The childminder's warm and caring approach enables children to feel secure and trusting relationships are formed.

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

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:

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:

- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (CR7) (also applies to the voluntary part of the Childcare Register) 23/04/2009

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 compulsory part of the Childcare Register (CR7) 23/04/2009

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.