

Inspection report for early years provision

Unique reference number	EY330533
Inspection date	02/03/2010
Inspector	June Rice
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.

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Description of the childminding

The childminder was registered in 200. She lives with her husband and their children aged six and 11 years old, close to shops, parks, schools and public transport links. There is a fully enclosed outside play area. The whole of the childminder's home is used for childminding, except the first floor. The childminder collects children from the local school.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of which, no more than three 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 to 11 years old. The childminder is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a positive attitude towards continued improvement and has continued to attend relevant training; such as food hygiene, first aid and safeguarding. The childminder has successfully evaluated her provision and clearly identified areas for further improvement. However, the self assessment fails to identify that there is no record of risk assessments for individual outings. The childminder has good systems in place to observe, assess and plan for children's development. However, until recently she had not used these systems for all early years' children. Therefore, there is insufficient evidence in some children's files to help identify their progress and plans for their next steps. The childminder has established sound, professional working relationships with parents and others.

What steps need to be taken to improve provision further?

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

- improve recording systems to include action taken when children become ill
- continue to develop the use of observation and assessment systems, to ensure all children's progress is monitored and planned for
- Update the record of risk assessment to include any assessments of risks for outings, and ensure they contain sufficient information.

The effectiveness of leadership and management of the early years provision

The childminder works in partnership with parents and others to safeguard children. She demonstrates a sound knowledge and understanding of child protection and the procedures to follow. She has written policies in place that are provided to parents and inform them how the setting works. All required

documentation is in place including robust risk assessments that identify possible hazards, and the action taken to reduce the risk. However, there is no record of the risk assessments she carried out for individual outings, and no record of the action taken when children became ill. She has updated her qualifications in food hygiene, first aid and safeguarding since her last inspection. The systems for observation, assessment and planning clearly identify children's progress; they are linked to the Early Years Foundation Stage and used effectively to plan for their individual needs. However, some children's files lack the evidence to support the assessment of their progress. The childminder has recently implemented systems to enable good working partnerships with schools, and this has quickly seen results enabling the childminder to work closely with them in helping children develop in identified areas. She has developed sound relationships with parents, and this ensures she liaises effectively with them to ensure children continue to make good progress. Inclusive practice is promoted satisfactorily through an environment that reflects the wider world and children's own communities, through books and role play equipment.

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

The childminder demonstrates a very good understanding of how children learn through play. For example, she is very attentive and fully encourages children's imagination and their interests. The systems for recording observations and assessments are linked to the Early Years Foundation Stage, and are used effectively to plan for their next steps. However, until recently she had not used these systems for all early years' children. Therefore, there is insufficient evidence in some children's files to help identify their progress and plans for their next steps. Children are very happy and settled in their environment, and interact well with the childminder. Children benefit from an environment that encourages them to freely and safely access a good selection of resources, toys and activities. They enjoy regular outings within their local environment and to local parks. Children are becoming aware of good hygiene practices as the childminder takes appropriate steps to help prevent the spread of infection. For example, she excludes children who are infectious in order to protect others, a procedure parents fully comply with, and she promotes good hand washing routines and the brushing of teeth after lunch. However, when children become poorly not all information is recorded in regard to developing symptoms and the action taken when parents arrive. The childminder demonstrates a warm approach to children, which helps them feel safe and secure. Younger children seek lots of cuddles which give them reassurance, and older children are taught about keeping themselves safe through their daily routine and activities. For example, they are included in emergency evacuations drills; learn about stranger danger, road safety and safe distance boundaries when in outside play areas. They learn about people who help us. For example, they have visited and talk about doctors who try to make us better. Children benefit from a balance of healthy snacks and children's favourites, fresh drinks and meals that sufficiently promote healthy eating. For example, they enjoy cheese snacks and raisins, a variety of toppings on toast and occasional meals out at local play areas.

Children are happy and settled as they sit on the floor and happily explore a string of beads, screwing them up, sliding them through their fingers and cupping them in their hands under the careful supervision of the childminder. They sit and look at a book containing materials with different textures, they enjoy exploring the different textures and looking at the animals. They select musical toys and the childminder extends their interest by demonstrating how to make them work, children press the buttons and look into a mirror taking an interest in their reflection. The childminder is very observant of what children are doing; she encourages their interest, claps and praises their efforts building their good self esteem. Children select different items from the resources on display and are independent on their choices. They pick up cooking equipment and play food and the childminder initiates a general conversation about cooking. As younger children get tired the childminder responds and asks if they want their comforter, and then she sits and nurses them while they go to sleep explaining that this follows the routine at home. Toddlers becoming more stable on their feet are encouraged to take steps and the childminder explains that she is trying to build their confidence by encouraging them to hold onto furniture and to use equipment that they can hold onto and push, they look to the childminder for reassurance and receives lots of praise for their efforts. She encourages them further by asking them if they can reach a ball. Whilst playing children stop and look at a familiar television programme showing soft toy animals. They are intrigued and point looking at the childminder who extends this interest by introducing new words to their vocabulary by naming what they are seeing, such as; dog and snake. Photographs show children enjoying activities while attending other group settings, and play areas. For example, they enjoy meeting Santa, ride toy tractors during a visit to a farm to help them explore the new environment, and experiment with space using their developing physical skills during a visit to a soft play area. They are encouraged to count and name the colours of balls in a ball pool, and enjoy the many opportunities to interact with their peer group. Children learn about differences through books that reflect disability, dolls that show different races and cultures, and activities that encourage them to learn how different festivals are celebrated.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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:	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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