

Inspection report for early years provision

Unique reference number	EY382420
Inspection date	03/06/2009
Inspector	Susan Patricia Birkenhead
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 was registered in 2008. She lives with her husband and adult son. The family live in the Castlefield area of Runcorn. The whole of the ground floor is used for childminding purposes and there is a small secure garden available for outdoor play. This provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. There is currently one child on roll aged two years. In addition the childminder cares for her 18 month old granddaughter, both children are within the Early Years Foundation Stage (EYFS). The childminder has completed required basic childminding training.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The welfare requirements are suitably met in the main because the childminder recognises the uniqueness of each child. As a result they are happy, secure within the suitably inclusive environment and develop positive relationships with the childminder and her family. However in order to fully safeguard the children it is necessary to further develop the risk assessments in place. Children are beginning to make steady progress as they have access to a suitable range of activities and resources to support areas of learning. However, the childminder does not have a clear understanding of the Early Years Foundation Stage to fully support children's learning and development. The childminder recognises some areas of improvement, however, systems for monitoring and evaluating the settings practices and procedures are in the early stages.

What steps need to be taken to improve provision further?

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

- continue to develop systems for monitoring and evaluating the setting, for example, by completing the SEF fully identifying strengths and areas for future development, involving parents in this process
- continue to develop knowledge and understanding of the EYFS learning and development requirements giving particular attention to children's observations, assessments identifying the next steps in children's learning and the planning of activities to incorporate all areas of learning and ensure they are covered in sufficient depth over a period of time
- ensure regular evacuation drills are carried out with children and document the details
- improve partnership with parents by sharing information and involving them in their child's continuous learning and development

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

- ensure the written risk assessment includes all aspects

17/06/2009

of the environment and outings (Safeguarding and Welfare) (also applies to the compulsory and voluntary part of the Childcare Register).

The leadership and management of the early years provision

Children are well supervised by the childminder which keeps them safe within her home. Safety equipment, such as a fireguard and stair gates, contribute to the safe environment and minimise potential risks. The childminder uses a basic hand written risk assessment to identify hazards and outline the action taken to minimise risks to children. However not all aspects are incorporated, for example, the garden and outings, which is a specific legal requirement. Children are adequately safeguarded, because the childminder has a satisfactory, knowledge and understanding of child protection. She outlines the indicators of abuse, the appropriate local safeguarding procedures for reporting concerns and knows to inform Ofsted of any referrals.

The childminder follows basic procedures to ensure positive partnerships are developed with parents. She shares information verbally about her practices and keeps parents up to date about their child's care through verbal feedback. Parents share children's developmental starting points initially, although these are not documented. Written policies are limited to the fire evacuation procedure, which means that written policies for safeguarding and complaints are not in place for sharing with parents, which is a requirement of the childcare register. The childminder currently has no contact with other settings children attend. However links are suitably developing because parents share any literature regarding the child's developmental progress the nursery provide.

The childminder has completed the necessary training and shows some commitment to attending additional training, which to date has included the EYFS workshop. She talks about other training she plans to attend in the near future to promote better outcomes for children. The childminder begins to use the self evaluation form (SEF) to monitor and evaluate her practices. However this is in the early stages and does not cover all areas or clearly identify aspects for future development. The use of professional record systems enables the childminder to suitably organise her approach to record keeping. As a result the necessary information to ensure the children's needs are met and parent's wishes are respected is in place.

The quality and standards of the early years provision

The childminder sufficiently organises her home to enable children to move freely between the areas accessible and select from the suitable range of resources made available, therefore promoting independent play within the inclusive environment. The childminder suitably interacts during play and sometimes discusses what they do. However the childminder is not secure in her understanding of the EYFS and as a result some opportunities to further extend children's learning through play are

not acted upon. The childminder generally approaches play spontaneously and the basic planning of activities she records are limited to those associated with the times of the year, such as Easter, the visits to the library and baking activities. This indicates a suitable balance of adult led and child initiated activities. However the record does not reflect that all areas of learning are covered in sufficient depth over a specified period of time because they are not linked to the six areas of learning. The childminder completes basic observations and includes a small selection of photographs in their individual files, which contribute the monitoring of children's developmental progress. However these are not linked to the areas of learning or reflect the next steps in children's learning, therefore it is unclear the progress they make towards the early learning goals.

Children suitably develop their imagination as they play with the dolls and associated resources and explain they are taking them for a walk to the park. They show some interest in puzzles and through the help of the childminder attempt to complete the alphabet puzzle. Their interest in books is suitably encouraged because they visit the library for story times and enjoy looking at a favourite book 'Who lives in the garden'. Children turn the wheel in the book and begin to count the number of ladybirds, therefore contributing to their understanding of numbers. They show interest in making marks as they use the crayons to draw. However their understanding that marks represent meaning is not fully explored because the childminder does not discuss what they draw.

They build towers, show excitement as they topple and the childminder extends their understanding of colour as she encourages them to sort and match the bricks accordingly. However she fails to take the opportunity to compare the size of the towers they build, to promote size language. They access and learn to operate simple electronic resources, such as the key board and use the play phone to pretend to talk to mummy. This means they develop some understanding of technology from a young age. Children explore their creativity as they make cards for Easter and Mother's Day using a wide range of interesting materials such as pom poms and pipe cleaners, and bake cakes, which they decorate. Some resources are in place to promote children's understanding of diversity and they visit places within the community, such as the duck pond to watch the Swans and the Cygnets. This means they develop their knowledge of the wider world through different opportunities. Children have some good opportunities to learn about the natural world, they enjoy planting seeds and begin to understand they must water them to help them grow.

The childminder sufficiently promotes the children's good health through the daily routine, which means they develop a positive awareness of personal hygiene, engage in regular physical activity and receive some healthy foods, such as fresh fruit, yoghurt and vegetables with their roast dinner. The appropriate management of children's behaviour means their achievements are recognised through praise and children listen and respond to direction from the childminder. As a result children are well behaved and very polite, often using their manners spontaneously. They learn to stay safe as they are made aware of hazards and the consequences of their actions. They practice road safety during walks and the childminder sings the associated song to reinforce their awareness, which they enjoy. However, emergency evacuations are currently not practised.

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:

- develop a written statement of the procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect, which is shared with parents (also applies to the voluntary part of the Childcare Register) 17/06/2009
- develop a written statement of procedures to be followed in relation to complaints, which is shared with parents (also applies to the voluntary part of the Childcare Register). 17/06/2009
- take action as specified in the early years section of the report (CR5.4) 17/06/2009

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 Childcare Register section of the report (CR2.1) 17/06/2009
- take action as specified in the compulsory Childcare Register section of the report (CR7.1) 17/06/2009
- take action as specified in the compulsory Childcare Register section of the report (CR5.4). 17/06/2009