

Inspection report for early years provision

Unique reference number	EY383127
Inspection date	18/03/2009
Inspector	Jennie Lenton
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2008. She lives with her husband and one child aged two years, in Congleton, Cheshire. The whole of the house is used for childminding with ground floor and first floor bathroom facilities being available. There is a fully enclosed garden to the rear of the property for outdoor play. The family have a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years. She currently has three children on roll of whom one is in the early years age range. The childminder works in partnership with teachers at the local schools to support children in their learning and development.

Overall effectiveness of the early years provision

Overall the quality of care is good. The childminder provides a warm and welcoming home where children are successfully encouraged to learn and develop. They benefit from a stimulating environment where they enjoy a range of age-appropriate activities which take account of their interests. All policies and procedures are in place to meet the requirements of the Early Years Foundation Stage (EYFS). The childminder monitors her own practice sufficiently but has not fully developed the self-evaluation process. Children's individual needs are met as the childminder works in partnership with parents to cater for each child's specific requirements.

What steps need to be taken to improve provision further?

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

- develop the use of observation to plan future activities to meet children's individual next steps
- match children's achievements to the expectations of the early learning goals
- develop the use of self-evaluation to promote future improvement and continuous development.

The leadership and management of the early years provision

The childminder demonstrates a strong understanding of the Early Years Foundation Stage and has a positive attitude towards helping children to learn and develop. Her policies and procedures reflect a good knowledge of how to safeguard children and work effectively in practice to protect children's welfare. For example, there is a clear equal opportunities policy which promotes awareness of diversity and ensures no child is disadvantaged because of their ethnic background, ability or gender. The childminder effectively reduces hazards in the home through the use of appropriate equipment. She uses safety gates to restrict

access to the kitchen and stairs. Children are also kept safe as they benefit from her constant supervision as they play in the home or outside in the garden.

Safeguarding procedures are well understood and relevant contact details are available in the event of any concerns. This protects children from future harm and neglect. Children are also safeguarded as the childminder ensures that they only leave her home in the care of an agreed adult. She gathers details about relatives and other individuals who are due to collect children and carries out further enquiries with parents in the event of any doubt. The childminder is aware of who holds parental responsibility for the children and records any relevant information about legal contact issues.

The childminder is able to identify some of the strengths and weaknesses of her setting and is keen to develop her provision further. She has not fully developed the process of self-evaluation however, to include the views of others or to show how future plans will be put into action. Parents are well-informed about the care provided. They are given copies of the childminder's policies in an informative 'welcome pack' and are encouraged to stop and discuss their children on a daily basis. The childminder also collates details about children's individual care needs, so that all children are well supported.

The quality and standards of the early years provision

Children are happy and content. They receive plenty of affection and positive attention from the childminder. There is a positive focus on a healthy lifestyle, as children are encouraged to choose healthy snacks, walk to and from school and follow sensible hand washing procedures. There is constant access to fresh water with milk and juice also provided. All children access the garden for outside play where they enjoy climbing on the climbing frame or playing with sand and water. They also walk to parks where they enjoy playing on a range of challenging equipment. Children learn about keeping safe as they walk, holding hands and walking sensibly on the pavement.

The childminder demonstrates a good understanding of how to deliver the learning and development requirements under the Early Years Foundation Stage. She offers children a wide range of activities which are appropriate to their age and stage of development. Children have fun as they design Mother's Day cards, enjoy picnics at the park or collect leaves for an autumn display. The childminder has a basic planning system in place to ensure children receive a variety of activities. All six areas of learning are covered, as the childminder skilfully uses everyday activities to promote children's learning. For instance, children develop skills in counting and adding as they play card games like 'Pontoon'. Their achievements are recorded in files which are then shared with parents. The childminder is not fully identifying what individual children need to do next to make further progress or linking their achievements to the expectations of the early learning goals.

Children understand boundaries and show respect for each other and their environment. The childminder reminds them of the house rules and to show consideration to each other. Consistent praise and encouragement protects

children's self-esteem and any unwanted behaviour is dealt with calmly. The childminder uses distraction or reasoning to encourage children to behave appropriately. The childminder also encourages them to respect others more generally, by reminding them that everyone is special and important. She talks to them about being kind and how it feels when others are not considerate. As a result, children are well behaved and are beginning to take responsibility for their own actions.

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.	3

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?	3
How well does the setting work in partnership with parents and others?	2
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

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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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