

Inspection report for early years provision

Unique reference number	EY407205
Inspection date	10/11/2010
Inspector	Vickie Halliwell
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2010 and lives with her husband and child aged five years, in the Newton-le-Willows area of St Helens. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor is used for childminding. There is a fully enclosed outdoor play area. The home is accessed via a single step and toilet facilities are located on the ground floor.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three may be in the early years age range. She is currently minding five children in this age group, all attend on a part-time basis. The childminder also offers care to children over five years. Children are taken to and collected from local schools. The childminder is supported by the local authority and also a member of the National Childminding Association. The childminder is available to provide care at weekends and each weekday, on a full-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are warmly welcomed into a stimulating child centred environment and demonstrate a strong sense of belonging. Individual needs are effectively met by the childminder who fosters warm and loving relationships which make children feel valued and secure. However, some welfare requirements are not fully met. Children benefit from a wide range of stimulating activities which help them make progress in their learning and development. However, systems to monitor children's progress and help them achieve their potential are not fully developed. The childminder works very closely with parents, however partnerships with other providers delivering the Early Years Foundation Stage are less developed. The childminder routinely reflects on her practice and completes a meaningful self-evaluation.

What steps need to be taken to improve provision further?

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

- request written parental consent to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 06/12/2010
- implement an effective policy on administering medicines (Safeguarding and promoting children's welfare). 06/12/2010

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

- liaise with other providers delivering the Early Years Foundation Stage to children in the childminder's care, to ensure progression and continuity of learning and care
- analyse observations and highlight children's achievements or their need for further support and use findings to plan for the next steps in children's learning
- develop records of children's learning and development, to show their continued progression towards the early learning goals, given their starting points.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. Required checks are completed on all adults in the household, to ensure that adults looking after children or having unsupervised access to them, are suitable to do so. The childminder has recently completed relevant training. As a result she has a satisfactory knowledge of child protection issues and procedures, but lacks confidence in this area. She has devised an appropriate safeguarding policy, which is effectively shared with parents. In addition, the childminder has a range of relevant guidance documents, which she consults to ensure appropriate action is taken to protect children from possible harm. Attention to children's safety within the childminder's home and whilst on outings is good. Rigorous risk assessments are routinely completed and appropriate action is taken to minimise or eliminate risks. Consequently, children play safely within the childminder's home and garden. The childminder uses space and resources appropriately to meet the individual needs of the children in her care.

The childminder has only recently commenced minding and is committed to the continued development of her service. Since registration she has attended relevant training to improve her knowledge and understanding of safeguarding and observation, planning and assessment. She has maintained a training log and has identified additional training to consolidate and improve her knowledge in both of these areas. Attention to documentation is mostly satisfactory. However the childminder has failed to request written parental consent to seek any necessary emergency medical advice or treatment. This is a breach of a specific legal requirement. The childminder has not administered any medication to date. However, she is not clear about the procedure to follow, to ensure records relating to the administration of medication are satisfactorily maintained.

The childminder routinely reflects on her practice and has completed a meaningful self-evaluation of her provision. She works closely with parents and has involved them in the self-evaluation process, asking them to judge and comment on several aspects of the service she provides. All parents commented very positively on the childminder's service, particularly the range of activities and the meals provided. Parents are very well informed about the childminder's service, including all policies

and procedures. They are encouraged to share what they know about their child at admission, including details of their child's development to date.

The childminder provides an inclusive service. She is a positive role model, who warmly welcomes children and their families into her home. Resources that depict positive images of race, culture and disability are readily available. Children are continuously encouraged to respect and appreciate differences. The childminder is keen to work in partnerships with others and has formed strong links with her local children's centre. However, links with other settings that the children in her care also attend are not yet established. Consequently, the childminder is unable to fully ensure continuity in children's learning and care.

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

The childminder effectively promotes all aspects of children's welfare. Consequently children are safe and happy. They are developing healthy eating habits and are learning the importance of socially acceptable behaviour. Children benefit from strong attachments with the childminder, who values their unique contribution to her setting. She knows individual children well and routinely takes account of their interests and preferences, for example, providing play figures of their favourite television character. Children are warmly welcomed into the childminder's home. Individual coat hooks are provided and a selection of children's photographs and art work are prominently displayed. Children demonstrate a strong sense of belonging and move purposefully around the childminder's home and garden. Play materials are easily accessible, as a result children make meaningful choices about the activities they engage in and benefit from a good balance of adult-led and child-led activities.

Children enjoy an exciting and stimulating, child-centred learning environment. Good consideration is given to the range of available play materials. These are all well presented and help promote children's learning and development through natural exploration. As a result, children are becoming active and inquisitive learners. They delight in the texture of freshly made play dough, pressing, squeezing and pinching the dough, before making patterns. Children enjoy a full and varied daily routine. The continuous provision of resources is excellent. For example, sand, water, play dough, a range of mark making resources, a home corner, books, puzzles, construction and a vast range of small world toys, such as cars and play figures are continuously available.

Children are well supported by the childminder, who naturally extends their learning as they play. For example, asking the names of colours, encouraging children to recognise that print carries meaning as they read books and spontaneously counting everyday objects. The childminder is mindful of children's progress and is aware of key areas for development. For example, encouraging children to explore new textures, name colours and count in sequence. However, this is not reflected in records of children's learning and development. The childminder regularly completes observations, but these sometimes lack detail and

do not accurately reflect what children can do, or identify areas where they need further support. When next steps are identified these often link to subsequent activities and not the next steps in children's learning.

The childminder has a satisfactory knowledge of the six areas of learning. The wide range of activities and experiences provided, help children make some progress in all areas. However, records of children's learning and development are weak and do not show their continued progression towards the early learning. As a result, the childminder is unable to identify if there are any gaps in her provision for children's learning and development.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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