

Inspection report for early years provision

Unique reference number	314886
Inspection date	03/11/2011
Inspector	Anne Drinkwater
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 1996. She lives with her husband and three children aged 14, 18 and 20 years in the Great Sankey area of Warrington. The whole of the ground floor of the home is used for childminding. Accessibility to the ground floor of the premises is good. There is a fully enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel secure and are clearly very happy in the care of the childminder. They enjoy their play and learning and their progress is good overall. The childminder has established some working relationship with the children's parents regarding their children's welfare needs; however this needs to be further developed to ensure parents are able to contribute to their children's learning and development. The childminder has begun to evaluate her service to be able to identify any priorities for improvements.

What steps need to be taken to improve provision further?

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

- develop ways of obtaining from parents information regarding children's starting points when they first attend, and enable parents to have ongoing opportunities to contribute to observations and planning
- improve further the arrangements for planning and assessments so they can be used on a regular basis to incorporate children's next steps and assist in providing challenging learning and development experiences across all areas of learning, both indoors and out
- update the record of risk assessment to include all registered areas within the home
- improve the system of self-evaluation to ensure that parents and children are involved in a meaningful way, and monitor the impact that any improvements have on the setting and outcomes for children
- develop systems for linking with other providers of the Early Years

Foundation Stage to ensure continuity and consistency of the learning needs.

The effectiveness of leadership and management of the early years provision

The childminder ensures she keeps up to date with safeguarding matters and child protection issues. She is aware of the possible signs of abuse and the importance of recording her concerns, and she has the details of who to contact if a referral needs to be made. Her risk assessments are carefully recorded, ensuring children play in a mainly safe environment. However, not all potential hazards if children sleep upstairs have been included.

The childminder has a varied selection of good quality toys and resources that are in good condition and meet the needs of children of different ages. They are available in a dedicated playroom and the kitchen on the ground floor at a low level so that children can make independent choices and decisions. She takes children out and about in the local community so that they can gain familiarity with the world around them. They meet and play with other children, helping them to develop their social skills.

Through discussions with parents, the childminder promotes equality and diversity. She works closely with parents and becomes familiar with each child's individual needs, such as likes and dislikes with regard to food and sleep routines. She finds out about any individual health needs of the children from their parents at the time of registration, and if necessary demonstrates a willingness to work in partnership with other professionals should the need arise. The childminder has devised comprehensive policies and procedures which support the service provided and these are shared with parents. The childminder also completes a daily contact sheet for parents, which includes information about their child's daily care routines. Some children currently attend other settings, and while the childminder clearly understands how to share information about children's care, she has yet to develop systems to share their learning and development milestones and next steps with staff at these settings. In addition, the childminder has yet to develop systems to include parents in any evaluation of her setting. However, parents provide many positive thank you letters praising the activities and her care and helpfulness.

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

Children are very relaxed and they relate well to the childminder, which shows that they feel safe in her care. Children's achievements are good and their happy smiles show that they enjoy their play and learning. They confidently select resources and show a sense of ownership because they know where to find toys that they particularly like, such as the house, small world figures, and role play in the kitchen area. They count out loud with the childminder, showing a good understanding of numbers up to six. They recognise and name simple shapes and colours with ease and they can sort things into groups competently. Children show in their play with

the childminder that they understand mathematical terms, such as 'more' and 'less'. Their speech is fluent and very clear and their vocabulary enables them to express their thoughts and ideas clearly. The childminder provides children with battery-operated toys so that they can explore what happens when buttons are pressed and become confident with technology. Books are plentiful and very accessible for them to choose from, and mark making and craft materials are in abundance. They ask for things that they would like to do, such as playing outdoors in the large enclosed garden on the swings and trampoline. They help to look after the chickens as they feed them and check for the daily eggs. The childminder has established daily routines, such as trips to the duck pond, parks and toddler groups where they again enjoy opportunities for healthy exercise and socialising. All these experiences help them to develop appropriate skills for their future learning.

The childminder has individual portfolios for the children which show written and photographic observations of the them at play so that parents are aware of children's learning experiences. Children's behaviour is appropriately supported. If required, the techniques used are suitable for the age and stage of children's development, for example, explaining to children in language they understand why their behaviour is not acceptable. Children's good health and well-being are supported and positive steps are taken to prevent the spread of infection. The childminder's home is clean and the children are taught the importance of hand washing. The childminder has devised menus which include healthy and nutritious meals and snacks.

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	3
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	3

The quality of the provision in the Early Years Foundation Stage

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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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