

Inspection report for early years provision

Unique reference number	314910
Inspection date	14/09/2011
Inspector	Jane Shaw
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 1998. She lives with her family in the Birchwood area of Warrington, Cheshire. The whole of the ground floor of the childminder's house, along with the bathroom and the master bedroom with ensuite bathroom facilities on the first floor, are used for childminding purposes. There is a rear garden available for outdoor play.

This childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age of eight years at any one time. She is currently minding seven children on a part-time basis, five of whom are within the early years age group. She also provides care for older children.

The childminder holds a level 3 qualification in early years childcare and education. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming and inclusive environment is created by the childminder for all children who attend. The childminder knows each child well, they are valued for their uniqueness, and she is therefore clearly able to meet their individual needs successfully. Children are cared for in a safe and secure manner. Records and documentation are well maintained to ensure the efficient management of the setting. Partnerships with parents and carers and other early years professionals are highly effective and support children. The childminder demonstrates her capacity to improve through self-evaluation, identifying her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further systems to continuously track and assess children's progress across the areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has clear understanding of the need to safeguard children's welfare. She is aware of the indicators of abuse, what might give her cause for concern, and the procedures for dealing with issues, and therefore children are well protected. A comprehensive safeguarding policy is in place which is shared with parents and carers. Children's safety and general well-being are well promoted through the childminder's policies, procedures and practices. Written

policies and procedures, which are available to parents and carers, ensures they are fully aware of how she will keep children safe and well protected.

Thorough risk assessments and daily checks of the premises, along with detailed risk assessments for outings, ensure children are cared for in a safe manner. Risk assessments are reviewed on a regular basis, and regular fire evacuations ensure that children would be safe in the event of this occurring. Children are developing an understanding of the need to keep themselves safe as they are reminded to take care when using resources and equipment.

Children are very comfortable and at ease in the childminder's home, they appear safe and secure, and are developing good relationships with the childminder and one another. Space, time and resources are well organised to meet children's individual needs. Children are able to choose resources from the range available, which are stored at low level to offer children the opportunity to self-select and become independent learners, or available on request from the childminder.

Excellent partnerships with parents and carers are in place and support children's placements extremely well. They receive information about her service, along with policies and procedures. Daily feedback is given to parents and carers on their child's day, and they have access to their child's developmental record. They are also invited and encouraged to give their views on the childminder's services and their child's placement through questionnaires. Highly effective systems for liaising closely with early years professionals and schools ensure a complementary curriculum and continuity of learning. A fully inclusive environment ensures that all children feel valued and their individual needs are met. In addition, they learn to value others as they learn about people's similarities and differences through activities and resources.

The childminder has implemented self-evaluation and has identified the setting's strengths and areas for improvement. The childminder is committed to her continuing professional development and enhancing her skills and knowledge through training courses when available and by keeping abreast of childcare initiatives. This demonstrates the childminder's ongoing capacity to improve.

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

Children are confident and happy in the childminder's care. The childminder knows each child and respects and values their individuality. As a result, children are settled and included. She has developed a good understanding of the Early Years Foundation Stage learning and development requirements, and therefore children make good progress. Observation of children's development is completed and used to plan children's next steps; the tracking of children's progress across the six areas of learning is an area for development. Planning is in place, and based around themes, which are flexible and can be adapted to meet children's interests. Each child has a developmental folder which shows observations of children's activities, evidence of skill development, and records their achievements. Photographs are supported by written comments and show the link to the area of

learning.

Children show good levels of concentration and perseverance at activities, for example, as they complete jigsaws. They are developing good relationships with one another as they cooperate and take turns to choose a CD to play. They have a variety of opportunities to make marks, and early language skills are developing well. They sit quietly as they listen to stories and are able to use books correctly. They are developing good language skills and understanding, for example, as the childminder talks about opposites, such as open and closed.

Children are able to match and sort through access to a variety of resources, such as complete jigsaws and matching pictures. The childminder uses mathematical language as she talks with children, and they enjoy various activities to promote their understanding of number, for example, singing number rhymes. Children enjoy a variety of activities outdoors as they use bats and balls and take regular walks. The childminder talked about how they had enjoyed watching bubbles blow during the windy weather.

Children are developing good fine motor skills as they push buttons, take out and insert discs into a CD player, complete jigsaws and use shape sorters. They are developing large motor skills as they use a variety of outdoor equipment and as they climb stairs to the bathroom. Children enjoy listening to music as they dance and join in with singing using a microphone. A variety of craft activities develop their imaginative and creative abilities.

Children are developing an understanding of the need to have a healthy lifestyle through routines and practices. For example, through regular opportunities for outdoor activities, a healthy diet, and access to drinking water at all times. Younger children are encouraged to take a drink on a regular basis. Good hygiene practices ensure that children develop an understanding of the need to keep themselves clean and therefore healthy. Children's behaviour is good, supported by good role modelling and a positive behaviour management policy. Access to a variety of activities and opportunities fully supports children's skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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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