

Inspection report for early years provision

Unique reference number	318173
Inspection date	28/03/2012
Inspector	Marina Anna Howarth
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 1987. She lives with her husband in the Timperley area of Cheshire close to shops, parks, schools and public transport links. The playroom, on the ground floor is used for child minding. There is a rear garden available for outdoor play. The childminder provides an out of school service from local primary schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, not more than three of whom may be in the early years age range. She currently has six children on roll. The childminder is currently registered on the compulsory and voluntary parts of the Childcare Register. She attends the local Sure Start Centre and takes and collects children from the local primary school. She holds an early years qualification at level 3 and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and overall, their welfare is generally well promoted. They are cared for in a safe, stimulating and inclusive environment where they are respected and valued as individuals. Good information is shared with parents and other professionals ensuring consistency of care. The childminder implements good methods to evaluate her provision and shows a strong commitment to improving her practices.

What steps need to be taken to improve provision further?

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

- ensure that regular evacuation drills are conducted.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her responsibility to safeguard children. She ensures her child protection awareness is updated through attending regular training. All required records are well maintained; effectively organised and comprehensive policies underpin good practice. Effective risk assessments are in place to further safeguard children, both indoors, outdoors and for individual outings. However, procedures for fire evacuation are not practiced frequently enough resulting in children's lack of familiarity with the routine to keep them safe.

The childminder is committed to her professional development and strives to provide high quality care. She has successfully addressed the recommendation

raised at the last inspection and has devised a system to record complaints. She has a very positive attitude to continually improving the service she offers. She implements knowledge gained from training to develop her practice and is highly organised. The childminder ensures that she provides a stimulating, inclusive environment. Resources are attractively displayed on shelves and low units, enabling children to make choices and every effort is made to ensure that no individual child is disadvantaged.

Parents are given good information about all areas of the childminding service including copies of all policies and procedures. The childminder ensures that parents are kept fully informed about their child's day through verbal communication, information displayed on the notice board and open access to their child's progress file. The childminder maintains good links with other childminders in the area to discuss and share ideas and she has established effective relationships with staff at the local school. As a result children attending dual placements receive consistency of care.

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

Children thrive in a warm, welcoming and homely environment which is well-organised to enable them to make choices and develop their independence. They develop secure and trusting relationships with the childminder and receive support and affection, which results in them feeling confident, happy and secure. They actively seek cuddles and engage her in their play and the atmosphere is filled with fun and laughter. Children are supported well in their learning and development as the childminder uses her extensive knowledge of each child in her care. She skilfully promotes children's well being and active involvement in their own learning as she considers their interests. She effectively uses information gained from parents during the induction process along with her own detailed observations, to help her to identify children's starting points. Observations conducted are clearly linked to the six areas of learning which enables her to monitor their progress and plan their next steps in learning.

The childminder recognises the uniqueness of each child in her care. As a result, children benefit from the daily routines which offer consistency and effectively meet their individual needs. She spends time at their level, developing their language and encouraging them in their play. Children learn about the wider world by participating in the celebration of festivals and accessing a range of resources that reflect diversity. The childminder gives consideration to their individual interests when planning activities, which results in play being meaningful and children demonstrating their enthusiasm to participate. They enjoy learning about animals as they visit the farm. They groom the horses and feed the lambs and enjoy holding the rabbits. Children explore nature and wildlife as they go on walks and hunt for worms and bugs and feed the ducks. They use their imagination as they role play with a variety of resources, they enjoy eating their snacks in tents and line toy animals up to watch them play. Good support is offered to promote children's problem solving, reasoning and numeracy skills. They count skittles,

match colours, create shapes and sort and sequence confidently. They engage in a variety of creative activities such as painting, playing with water and bubbles and collage activities. They mark make using a variety of tools and enjoy listening to stories.

Children are cared for in a safe, clean, well maintained environment where they are learning to take care of themselves. They learn about personal hygiene and are actively encouraged to wash their hands after visiting the toilet and before handling food which they do so without prompts. Separate towels further promote good hygiene practice. The childminder provides a healthy range of freshly prepared and home cooked meals and snacks and individual dietary needs are accommodated. Children develop a good knowledge of the importance of physical activity and fresh air; for example, they access the enclosed garden and visit the park, where they climb apparatus and explore space using a variety of body movements. Children behave very well and respond positively to the childminder who implements consistent boundaries and is very calm in her manner. They enjoy receiving praise and recognition for their efforts and are eager to please and demonstrate very good manners.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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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