

Inspection report for early years provision

Unique reference number	EY246485
Inspection date	20/10/2011
Inspector	Judith Kerr
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 2004. He lives with his wife who also works with him as a co-childminder and their two children aged one and three years in the Stockton Heath area of Warrington. The whole of the childminder's house except for the master bedroom is used for childminding purposes. There is an enclosed rear garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for seven children in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding association and holds a recognised level three childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and his co-childminder use their secure knowledge of the Early Years Foundation Stage framework to effectively provide an inclusive environment where all children flourish. His strong focus on planning to meet the individual needs of each child ensures they all make good progress in learning and development, relative to their starting points. A purposeful priority is placed on safeguarding procedures to protect children from harm and abuse. Excellent relationships with parents ensure information is shared well to promote continuity between the home and the setting. The childminder and his co-childminder reflect critically on their practice to enable them to identify areas for improvement which will further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 26/11/2011

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

- improve self-evaluation systems to identify areas for individual future development.

The effectiveness of leadership and management of the early years provision

Children are well protected by the childminder's active understanding of issues that may raise concerns regarding possible abuse or neglect. The childminder's written safeguarding policy and associated procedures are shared with parents to ensure they are fully aware of his child protection responsibilities. For instance, they know any bumps or bruises children may have on arrival at his home will be recorded. All adults living in the household have been vetted by Ofsted to ensure the welfare of children is carefully safeguarded. However, the childminder does not obtain information about who has legal contact with the child and who has parental responsibility for the child. This is a requirement in regulations. Risk assessments are completed for the home and all outings undertaken with children in order to minimise hazards.

The recommendations raised at the last inspection have been addressed to improve the complaints procedure for parents and increase childrens' understanding of diversity. The childminder seeks to consolidate and develop his knowledge and skills by attending training courses, such as, renewal of his first aid certificate and attending training on the Early Years Foundation Stage to improve outcomes for children. Children confidently choose from the superb range of resources which are superbly organised to help them develop their independence and self-esteem. The childminder and his co-childminder incorporate the views of children and parents in evaluating their practice to enable them to continually improve the provision. However, this evaluation is not specific to the childminder's own practice to identify specific areas for development of his service.

Excellent links are established with parents to support children's individual learning styles and ensure their specific needs are continuously met. These ensure parents are exceptionally aware of practices and events within their child's unique day. Parents are successfully involved in all stages of their child's ongoing learning and their views are continually sought through discussions, diaries and questionnaires. Their written comments demonstrate they value the highly stimulating environment in which the children spend their days. The childminder makes beneficial contacts with other settings the children attend where the Early Years Foundation Stage is provided, in order to ensure there is consistency in supporting their learning and development.

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

Children make good progress in their learning and development in relation to their individual starting points. The childminder's fine knowledge of the Early Years Foundation Stage ensures they can benefit from the wonderful range of activities which provide purposeful challenges and motivate children to respond well. He recognises differences, such as, being aware of the ways in which boys and girls generally prefer to learn through play. The childminder has developed secure

systems to use his observations to plan for children's individual learning. Each child's learning record is a continual reflection of their achievements which is tracked against the framework to match their progress towards the early learning goals.

A strong emphasis is placed on trusting relationships which helps children to settle well. Children's communication, language and literacy are reinforced throughout the day as the childminder asks them questions to make them think. Conversation flows freely as children happily discuss what they are doing and why. For example, they are given time and space to work out for themselves that if they press the button and wait at the crossing the green man will appear to indicate they can cross safely. Then they discover what happens when they add the flour and bake the cake mixture as it changes texture. The children are confident and self-assured as they demonstrate their reasoning abilities by counting the stairs on their way up and down and pouring the water from one sized container to another.

Creative talents are developed as children print with their hands and feet and make cupcakes and scones. They collage with a variety of materials including tissue, glitter, pipe cleaners and recycled materials. Children's knowledge of their local community is enhanced by their trips to the park, museum and zoo. They learn to develop coordination and balance as they manoeuvre the wheeled toys, dig in the sand, run and jump. Children's knowledge of the wider world is enhanced as they learn about different languages and traditions from other cultures, such as Polish and Chinese.

The childminder places a high priority on good health and hygiene routines which helps children understand the reasons for washing their hands before eating or touching food. Plenty of fresh air and exercise each day promotes positive messages to children about the importance of an active lifestyle which develops their physical skills. For example, children enjoy opportunities to play outdoors in all weathers, appropriately dressed. The childminder ensures children are skilled in how to keep themselves safe when crossing the road or evacuating the home in an emergency. As a result of the good levels of care offered by the childminder they learn independence skills which will support and promote their learning in 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	1
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	1

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	1
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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