

Inspection report for early years provision

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Inspection date	12/03/2012
Inspector	Sylvia Cornock
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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband, adult child and one child aged 11 years. The family live in Warmingham, Crewe, East Cheshire. The whole of the ground floor and one bedroom on the first floor are used for childminding purposes. There is a secure area available for outdoor play.

The 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. When working with another childminder or an assistant, she may care for no more than six children under eight years at any one time. She is currently minding seven children within the early years age group and offers care to children over five to 11 years. The childminder supports children with English as an additional language and children with special educational needs and/or disabilities.

The childminder has completed the basic childminding training. She takes children to and meets them from the local school and attends local childminding groups. 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.

Children's welfare and learning needs are successfully promoted with some aspects being outstanding. The childminder is professional and endeavours to maintain a high standard of care and education. Children make outstanding progress in their learning and development and enjoy an extensive range of highly enjoyable activities and resources. They are valued as unique individuals and an inclusive ethos threads through all aspects of the setting. Children's progress is imaginatively shared through excellent partnerships with parents and carers and other early years professionals. Overall, the childminder uses self-evaluation and review procedures well to ensure her service is continually improving and meeting the needs of the children and parents.

What steps need to be taken to improve provision further?

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

- enhance the planning further with information gained from the observations of children to plan more systematically for the next steps in their learning.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being are protected through the childminder's vigilance and her awareness of appropriate safeguarding policies and procedures. The

childminder ensures that parents have an understanding of the safeguarding procedures. Accurate documentation protects the welfare of the children, meets all requirements and is stored to respect confidentiality. Clear and precise risk assessments are completed for outings and all areas of the childminding environment and these are reviewed on a regular basis. The childminder's home is exceptionally well organised and maintained to a high standard to meet children's individual needs. For example, ensuring children who speak English as an additional language are provided with dual language resources. Areas and resources are vibrant and organised to promote children's independence and develop active learning. The childminder promotes an enabling and inclusive environment where children are helped to value different aspects of their own and other people's lives.

The childminder is enthusiastic, conscientious and strongly committed towards continually improving the overall quality of care and education she provides for children and their families. She reflects on her setting's strengths and weaknesses and has formalised a system for self-evaluation. Priorities for improvement are well targeted to bring about further improvement and promote positive outcomes for children. This includes further development of the system linking the children's next steps in their learning to the planning. The two recommendations from the last inspection have been appropriately addressed.

The childminder has a superb relationship with parents and carers. She shares information from the onset sharing her aims, policies and procedures, and objectives in caring for young children. Parents' written and verbal comments support the care and education the childminder provides for example, 'there is always an abundance of things planned and a welcoming homely atmosphere' and 'she has a wonderful and excellent way with the children'. This confirms that they are very happy with the quality of care and education she provides. They add their comments in their child's learning journal which is given to the parents to view. This encourages parents to share children's learning at home. Excellent systems are in place to work alongside other settings and carers to ensure progression, continuity of learning and smooth transition of all children.

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

The childminder's planning, assessments and interactions with children are good and demonstrate that she has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The systems for assessments and achievement are comprehensive and demonstrate that children are making consistently excellent progress towards the early learning goals. Starting points are clearly identified with parents when children join the setting, which forms a baseline to identify appropriate learning for individual children. The childminder knows children well and has a good understanding of children's capabilities. She plans a balance of adult-directed and child-led activities. She skilfully develops children's early language and communication as she constantly talks to the children, encouraging them to become independent

thinkers.

Children are happy and confident in the childminder's home. Children share exceptional relationships with the childminder and are very well behaved. They understand how to keep themselves safe through good explanations, such as undertaking evacuations of the premises on a frequent basis. Varied and imaginative attention is given to developing children's knowledge and understanding of the world. Children are encouraged to consider their environment as they go for walks and visit places of interest. From an early age, the children are encouraged to develop their independence as they make their own choices and decisions in the enabling environment. Children learn to use programmable toys and equipment. They have opportunities to use writing materials and tools in art and craft activities. They gain comfort from the childminder as they sit and look at books with interest. They have opportunities to count everyday objects, promoting an understanding of number operation. All children participate appropriately in all activities and their differences are recognised and valued.

Children benefit from being cared for in a home which is clean, warm and well maintained. Individual routines are recognised and respected. Superb hygiene routines are followed to ensure children's good health, such as children taking the initiative and being aware of importance of washing their hands after using the toilet or before they eat their snack or meal. Children's health is significantly enhanced as they enjoy outside play as the childminder clearly recognises the importance of fresh air and physical outdoor pursuits. Children enjoy nutritious meals and snacks which are devised in consultation with children and parents to take account of likes, dislikes and dietary needs. Drinking water is freely available to ensure that children remain hydrated throughout the day.

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	1
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	1
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	1
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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