

Inspection report for early years provision

Unique reference number	EY278123
Inspection date	28/02/2012
Inspector	Jane Shaw
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 and lives with her husband and three children aged 13, eight and six years, in Winsford, Cheshire. The premises are within easy reach of public transport, shops, parks, pre-schools, schools and community resources. The whole of the childminder's house is used for childminding purposes and there is access to a fully enclosed garden for outside play. The family have a pet dog and cat.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under the age of eight years at any one time. She is currently minding five children on a full-time and part-time basis, both before and after school. One of these is in the early years age range. Children are taken to and collected from local schools and pre-schools.

The childminder holds a level 3 qualification in childminding practice and a level 4 in early years. She is currently undertaking a foundation degree in Early Years. She is a member of the local childminding group, National Childminding Association and she has access to support from the local children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each child's individual needs are well known to the childminder and, as a result, she is able to meet these needs effectively. She respects and values each individual child's uniqueness and creates an environment that is welcoming and inclusive. Children are cared for in a safe and secure environment. Required records and documents, policies and procedures are in place and well maintained. These ensure the safety and welfare of children. Positive partnerships with parents and carers are in place and the childminder is fully aware of the importance of developing relationships with other early years professionals to support children's care, learning and development. The childminder demonstrates a strong capacity to improve, through training and development and self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further current self-evaluation systems to take into account the views of parents, carers and children in order to effectively identify the setting's strengths and priorities for development that will improve the quality of the provision for children
- develop further children's records of progress and achievements, in particular cross referencing scrapbooks with individual developmental records.

The effectiveness of leadership and management of the early years provision

The childminder's clear knowledge and understanding of safeguarding policies and procedures ensures children's welfare is effectively promoted. Written policies and procedures are in place and made available for parents and carers ensuring that they are fully aware of her role in protecting their children from harm.

The childminding premises are fully secure and safe and promote children's safety and welfare at all times. The childminder completes a daily safety check of all areas used prior to children's arrival, along with more detailed risk assessments for the premises and outings which are completed and regularly reviewed. Regular fire drills ensure children's prompt responses. Children are developing an understanding of their own safety, for example, as they learn about the safe use of tools and equipment and are kept safe as they play. Babies and younger children also have access to age-appropriate resources. Required records and documentation are well maintained in order to ensure the safe and efficient management of the service.

The childminder shows commitment to her childminding and the children in her care, enhancing her skills and knowledge through training and development. The successful completion of the recommendation raised at the last inspection, self-evaluation, training and development demonstrates the childminder's good commitment to continuous improvement. A good range of resources and in particular an excellent range of resources for babies and younger children, including natural resources are available. Activities are provided indoors, outdoors, and away from the childminding setting and are effective in providing children with an environment which is conducive to their learning and development. The childminder creates an inclusive environment where all children have equal access to the activities, opportunities resources and experiences available.

Positive partnerships with parents and carers promote and support children's placements. They have access to information about the childminding service, plus policies and procedures, as well as guidance on the Early years Foundation Stage. They have been asked to give their views through questionnaires used for the childminder's degree course. However, these responses have not yet been used to inform self-evaluation. Parents and carers are given daily verbal and written feedback and where applicable they have access to their child's developmental record at all times. At present, the childminder does not need to liaise with other early years professionals, however, she is fully aware of the importance of this and has systems in place in order to do this in order to ensure continuity of care and curriculum.

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

The childminder knows each child's individual needs and abilities; as a result, babies and children are content, settled and happy. Warm and supportive

relationships with the childminder are evident. The childminder has developed an excellent knowledge and understanding of the Early Years Foundation Stage learning and development requirements and as a result children make excellent progress.

The childminder works to identify individual children's schemas and uses this to plan activities and opportunities to support their learning and development. Individual play plans are formulated for children and are based on the childminder's observations of children's interests and skill development. Some themes are planned and are based around times of the year or celebrations. Focussed and spontaneous observations of children's development are completed, matched to the areas of learning and used to plan children's next steps. Each child has a developmental file, containing written observations linked to the areas of learning, plus a separate scrap book containing, photographs and examples of their work. The cross referencing of these two records to show how children are working across the areas of learning is an area for consideration.

Children are happy and content; they independently select resources from the good range available, babies' access resources placed near to them on the floor. Children show concentration and perseverance at activities, for example, as babies' push buttons and turn flaps. A variety of opportunities to make marks are available, and early language skills are developing well, for example, as the childminder engages in conversation, both verbally and non-verbally with babies. Children have access to a variety of age-appropriate books and babies enjoy looking at books with the childminder.

Children are able to match and sort using a variety of resources. The childminder uses mathematical language as she talks with children. Babies enjoy putting smaller items in larger ones, and fitting larger objects over smaller ones. Children enjoy outdoor play, for example, climbing and balancing, regular walks in the local environment and trips further afield. Children develop fine motor skills, for example, younger children push buttons and pull levers; they pick things up and turn pages in books.

A variety of craft activities develops their imaginative and creative abilities and babies and younger children have access to sensory materials, such as different treasure baskets, a variety of wooden resources, including pegs and rings. Children have an understanding of their own environment and the wider world as they celebrate festivals, such as Chinese New Year and consider others through themes and discussion.

Children are developing an understanding of healthy lifestyles through routines and practices, for example, regular opportunities for outdoor play and walks. They learn about keeping themselves healthy through healthy eating and learning which are healthy foods, plus access to drinking water, and the importance of good hygiene routines. Children's behaviour is good, promoted through good role modelling and a positive behaviour management policy. Access to different activities and opportunities 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	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
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----