

Inspection report for early years provision

Unique reference number	EY306455
Inspection date	10/02/2011
Inspector	Michele Villiers
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 2011

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 2005. She lives with her partner and two children aged 13 and 15 years in Warrington, Cheshire. The whole of the ground floor of the house is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and preschools. The family has two pet dogs, a parrot and several other small animals.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children progress well in their learning and development and receive good support from the childminder. They play in a welcoming and inclusive environment where they access a huge range of toys and play opportunities. The childminder recognises and values the uniqueness of each child and has introduced some systems to evidence the monitoring of their progress. All safety measures are in place, and most policies and procedures are regularly updated. Close relationships have been forged with parents to help meet the children's individual needs. The childminder demonstrates a commitment to maintaining continuous improvement and has started to use self-evaluation to identify areas for development.

What steps need to be taken to improve provision further?

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

- build on self-evaluation to identify areas for improvement and use as the basis of ongoing review, with meaningful contributions from parents
- update the safeguarding policy and procedure in line with guidance
- extend systems used for evaluating planned activities following observational assessment to further ensure children are consistently provided with challenging experiences.

The effectiveness of leadership and management of the early years provision

Daily safety checks and risk assessments help to minimise any potential hazards and protect children from harm. The childminder has a good understanding of child

protection issues. She knows what to do should she have any concerns about a child or if an allegation is made against her. She has devised a written policy to share with parents, but this does not clearly state her procedure if an allegation of abuse is made whilst a child is in her care. The recommendations from the last inspection have been successfully met. The childminder now conducts a risk assessment on the garden before children play outside, and has updated her first aid training in order to further safeguard children.

The children develop skills for the future through challenging and interesting activities. They access a designated playroom with attractive displays of artwork and posters, plus child-size furniture to promote their independence. Toys and resources are deployed extremely well, with continuous provision of art and craft in the dining room. The childminder evaluates through observation and discussion with the parents. She is keen to improve upon her skills and is aware of her strengths and areas for improvement. However, she has not yet fully embedded a self-evaluation process, in order to use as a basis of ongoing review, with meaningful contributions from parents. Parents are kept well informed about their child's routine through daily discussion and written documentation. The childminder is aware of forging links with other provisions, although currently there are no children in the early years age range attending other settings.

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

The children happily and confidently explore their environment, developing a strong sense of belonging. Activities are based on the children's interests, and planning is used to ensure there is a good balance of adult-led and child-initiated play. The childminder is attentive to the children's needs, and they respond warmly towards her, initiating interaction. The environment is conducive to the children's learning and enables all children to participate in all activities.

The childminder has a good understanding of how children learn through play and uses every opportunity as a learning experience. She uses observation to monitor the children's progress and records her findings in children's personal files. Through discussion the childminder demonstrates a good understanding of the children's abilities. However, documentation does not always clearly identify the children's next steps or evaluate focused activities to ensure outcomes are successfully met.

The children's independence is very much encouraged. They learn to toilet themselves, wash their hands and make choices about play. Their communication, language and literacy skills and mathematical development are promoted particularly well. Children practise writing their name and have many opportunities to mark make whilst drawing and painting. They enjoy looking at books and listening to stories. The childminder uses repetitive language and constantly talks to children, using good questioning to motivate their use of language for communication. During play and practical activities they count and calculate, counting how many building blocks and calculating how many chairs are required for the pretend train. They make colourful collage pictures using different textured

materials and discuss shape, colour and form. Puzzles and board games are used to further reinforce the children's learning in recognising written numerals and the letters of the alphabet.

The children enjoy visits to places of interest and reflect on having travelled by train. They re-enact their journey, pretending to board the train, and make tickets using stamp pads. The children learn about caring for the environment. They make recycle bins and grow plants from seed. Through some multi-cultural resources, toys reflecting disability and the celebration of festivals children become aware of diversity. Various interactive and programmable toys are provided, along with a computer, to help children familiarise themselves with everyday technology.

The children adopt healthy lifestyles. They learn about the importance of personal hygiene and good steps are taken to minimise cross infection. Nutritional meals and snacks are provided and physical exercise is encouraged. The children access a wide range of outdoor toys to support their balance and climbing skills, and frequently walk to local parks to run around. They develop excellent fine motor skills as they play with small construction toys and handle drawing materials with good dexterity. During play the children are reminded about safety and how to keep themselves safe by not running too fast. On outings they learn about road safety and stranger danger. The close relationship with the childminder and well organised routines also help children feel safe and secure.

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	3
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	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

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
--	-----