

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY342834       |
| <b>Inspection date</b>         | 28/10/2009     |
| <b>Inspector</b>               | Sylvia Cornock |
| <b>Type of setting</b>         | 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 2006. She lives with her husband and seven year old child in Wistaston, Crewe. The whole of the ground floor of the childminder's house except for the conservatory is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group and three school aged children. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Registers.

The family has 2 guinea pigs .

The childminder and the children visit the local childminder and toddler groups on a regular weekly basis. She takes and collects children to and from the local pre-school and school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a stimulating, caring and educational environment for children. They are well supported and make good progress in their learning and development because the childminder has a very good understanding of how children learn through play and everyday experiences. Children are kept safe and their welfare is given high priority. Robust policies and procedures are well used to support the childminding provision. Partnerships with parents are good. The childminder has addressed the two recommendations from the last inspection which supports children's safety and their learning. She evaluates her provision in all areas and is aware that the use of the self-evaluation and liaising more closely with other providers could be further developed to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop self-evaluation further paying particular attention to areas for future development
- develop further the sharing of relevant information with other settings to ensure effective continuity and progression of children's learning.

## **The effectiveness of leadership and management of the early years provision**

Children are well safeguarded because the childminder is well organised and prioritises safety. She has a sound understanding of the procedure to follow if she has concerns that a child is being abused. She has comprehensive policies and procedures which all parents have seen within the welcome folder. The childminder is vigilant in ensuring children are safe both within and outside the home. Children recite that they feel safe and why they feel safe in the childminders care, because regular evacuations are completed. The childminder completes risk assessments for each area of the home and garden, with very detailed risk assessments for all outings. She adopts safe practices, such as using high visibility vests and wrist straps for the very young when out walking and keeping entrance doors locked. She maintains necessary first aid training and deals with accidents and illness appropriately, keeping required records. Parents sign consent to the seeking of any necessary emergency medical treatment. Policies and procedures support the running of the childminding well day-to-day because they are regularly reviewed and are shared with parents.

The childminder has organised her home enabling children to freely access and choose from the wide range of resources available. There is regular outdoor play in the extensive garden where children have fun and enjoy the excellent variety of toys and equipment and view the natural wildlife. They are taken on visits to the local park, museums, activity centre or children's centre. Relationships with parents are good. They are based upon verbal communication, parental questionnaires and the completion of children's scrap books to show how they are progressing. The childminder has some contact with the staff in the local pre-school and school and they exchange some information about the child. However, this does not ensure effective continuity and progression of children's learning by sharing relevant information with each other to consistently promote and complement individual children's progress. She concentrates upon her input to the children day-to-day and attends regular training to enhance her practice. She has completed written self-evaluation and evaluates all her practices, although she does not record areas for future development to maintain continuous improvement.

Diversity is actively promoted and different cultures are valued and reflected in children's play and learning. This creates a fully inclusive environment where every child is valued highly as a unique individual. Parents' opinions are highly valued and they all praise the childminder in written comments, such as 'excellent communications', 'fabulous', and 'excellent activities and routines'. The childminder has introduced parent questionnaires which invite parents to contribute to their child's learning.

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

The provision for children's learning, development and welfare is good. The childminder plays with children purposefully, offering them sufficient challenge and

helping them to develop confidence, imagination, communication and problem solving skills. For example, she supports children as they role-play when playing outdoors, becoming the vicar at the Christening ceremony of the new teddy who has been dressed in a robe by the children. They confidently count the number of apples collected from the apple tree and place them into various sizes, they use good language to describe, big and little and refer to two being the same size. Photographic evidence in their scrap books show how they prepare the apples and make them into an apple crumble.

Children play extremely well together chatting away using their imaginations as they turn the playhouse into a rocket. Children explain that rockets go in the air and into the sky. They talk about clouds forming and altogether recite a traditional saying they have learnt from the childminder. They use paints to create a large picture of a tree, hanging it on the line and when dry they collect leaves from the garden and stick them to the tree which creates a masterpiece; of which they are immensely proud. These activities help children understand about the world around them, how to recycle items to preserve the environment, how things grow, watch the wild life which adorns the garden, bird feeders, ladybird house and the flock of ducks who regularly waddle into the garden.

The children use excellent language as they inform the inspector what is healthy and what is not good for you, celery is very healthy but chocolate is not because of your teeth. They show good skills as they prepare their own lunch whilst sitting at the picnic table in the warm outdoor sunshine. They use knives to spread their cheese and select salad and fruit to make up their sandwiches. The childminder supports and explains well to children as they engage in their chosen activity. For example, why we must be careful of others when using the ride on toys. Children are confident to ask the childminder for items which are not in view, she readily accesses them, such as the, red car and scooter. Children enjoy the many outings the childminder organises, for example, going on the train to Liverpool to visit the Maritime museum; or one of the local activity centres where they meet with their friends. They behave well and enjoy good levels of fresh air and exercise every day. Indoors they can choose from the many and varied activities and equipment, such as, dressing up to become their favourite character. Children's health is adequately catered for. The childminder offers nutritious snacks and meals where children have a choice. Hand wash notices are on display in the toilet to remind children of good hygiene practices. Children have access to liquid soap and a clean hand towel is provided on a daily basis.

The childminder has a good knowledge of the five 'outcomes for children' and is aware of the six areas of learning. She records children's achievements through photographs and observations with written comments of what individual children can do. She plans according to the children's interests which are a base line for daily activities, including what the child initiates and with adult activities, such as the weekly outings and visits to other childcare settings. The childminder provides an excellent range of resources and her personal input to meet each child's needs result in good progress.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| 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 | 3 |
| 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

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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