

Inspection report for early years provision

Unique reference number	EY348946
Inspection date	12/03/2010
Inspector	Sue Anslow
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 2007. She lives with her husband and two children aged 11 and five years, in Alsager. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years 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. She also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and attends a number of local play facilities during the week. She holds appropriate early years qualifications and 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 thoroughly enjoy their time with the childminder and make very good progress in their learning and development. The wide range of interesting activities, both indoors and outdoors, meet all children's needs and their welfare requirements are addressed. Effective links with parents ensure children progress well in all aspects of the Early Years Foundation Stage and home routines are respected. All children are welcomed and included in appropriate activities which help them understand and appreciate the wider world. The childminder strives to continuously improve the play experiences for children of all ages through her evaluation of the learning environment and the provision of appropriate resources.

What steps need to be taken to improve provision further?

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

- continue to develop the outside play space to interest and stimulate children
- improve hygiene practices when serving snacks.

The effectiveness of leadership and management of the early years provision

Children's safety and security is fully protected through the knowledge and skills of the childminder. Written policies and procedures are shared with parents to ensure they are aware of the childminder's responsibility with regard to safeguarding their children's welfare. The childminder understands child protection issues and how to implement procedures if necessary. Appropriate steps are taken to minimise all hazards and risks, and everything children come into contact with is checked for

cleanliness and safety. Comprehensive risk assessment records are kept and reviewed regularly.

The childminder is focused on helping all children make good progress in their learning and development, while promoting their welfare to the best of her ability. Daily routines and play resources are organised effectively, enabling children to help themselves to whatever they want to play with. Records are kept as required and parents sign written permissions for particular aspects of the childcare practice. The childminder has good knowledge of each child's background and needs in order to provide appropriate care, attention and encouragement. Everyone is included and children are helped to understand the society they live in through appropriate activities and resources. The childminder collects children from the same school her own children attend and, as such, enjoys a good relationship with all the teachers. She gains information about minded children's progress and is able to extend any project work or 'celebrations' at home. This promotes the continuity of children's learning and development within the Early Years Foundation Stage.

The childminder encourages parents to share their knowledge of their children's characters, preferences and interests so she can plan appropriate activities and outings. Regular newsletters keep everyone informed of current topics, special events, outings and birthdays. Each child also has a home diary for recording individual routines and achievements. Parents are encouraged to look at their child's profile book on a regular basis as these contain lots of photographs and details about how their child is developing. Parents' views and comments are actively sought and the childminder uses information written in the annual questionnaires to inform her self-evaluation process. Areas for development are well targeted to bring about sustained improved outcomes for children and recommendations raised at the last inspection have all been satisfactorily implemented. The childminder holds two early years qualifications and continues to update her knowledge and skills by attending relevant courses and workshops.

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

The childminder provides a wide range of stimulating play activities each day in order to promote learning and enjoyment for children of all ages. The weekly routine includes outdoor play, visits to the local children's centre and lots of arts and crafts. Activities are based on the childminder's observations of what children like to do, with appropriate comments and guidance to help them understand and improve their skills. Weekly plans cover all areas of children's learning and development and are flexible enough to take account of children's moods or particular interests.

Children are encouraged to develop their self-help skills by putting on their coats and boots to go outside in the garden or carrying the bag of flour into the playroom. Lots of praise and congratulations for efforts, achievements and helpfulness boosts children's confidence and self-esteem. The childminder incorporates learning into everyday activities so children begin to recognise and

name letters, colours and numbers. Toy boxes are labelled with words and pictures so children begin to link letters and sounds, and they enjoy counting the stairs as they go up and down to the bathroom. Learning is always fun as children decide which watering can is the biggest or heaviest and discuss which colour they want to add to the play dough mix. A dedicated playroom in the conservatory, with low shelving and child-sized tables and chairs, allows children the freedom to choose their own toys and activities or snuggle up with books on the comfortable settee. Attractive displays of photographs and artwork promote a warm and welcoming environment.

Children enjoy and benefit from close relationships with the childminder, enabling them to make requests or ask questions with confidence. Different age groups play well together and the childminder ensures young babies are fully included in all the activities. Music, singing and dancing feature strongly in the daily routine and children thoroughly enjoy playing with the instruments, particularly the African drum. Creative activities promote children's imaginations and they love using large cardboard boxes to make dens. An abundance of natural play materials enhances children's experiences as they make wiggly worms with the dough, paint water pictures outside on the path and make Indian headdresses with feathers. The childminder is aware of each child's particular interests and abilities and is happy to provide appropriate resources to support and promote their learning. Outdoor play in the large garden is thoroughly enjoyed by all the children and the childminder is currently planning a number of improvements to make the space more interesting and exciting.

Children's health and welfare requirements are met very well. Good hygiene routines are encouraged, although on the day of inspection the childminder served children their fruit snacks directly onto the table. Illnesses and injuries are managed well and the childminder renews her first aid certificate regularly. Children are well nourished throughout the day with freshly prepared meals and snacks. Drinks of water and plenty of fresh fruit are provided. Children behave well and learn to respect each other and the environment. They learn about nature and the world around them through discussions, stories and appropriate activities. They love celebrating different festivals during the year through artwork or baking activities, and proudly show off the dragon and tiger pictures they make for Chinese New Year. All children are included in all games and activities according to their ages and abilities, and each individual is made to feel special and their qualities encouraged.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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