

Inspection report for early years provision

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Inspection date	28/01/2010
Inspector	Margaret Patricia Mellor
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 2009. She lives in Haydock, with her husband and two children, aged one and seven years. Children use the whole of the ground floor of the childminder's home and there is a secure garden for outdoor play. The family have two dogs and a guinea pig.

The childminder is registered to care for four children, aged under eight years, of whom, no more than two may be in the early age group at any one time. She is currently minding three children in this age group. She also offers care for three children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks and occasionally uses her car to take them to places and regularly attends the local toddler groups. She has a National Vocational Qualification level 4 award in childcare, learning and development. She receives support from the local authority. She is a member of the National Child Minding Association and local childminder network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming family home and play in a vibrant and enabling environment. They greatly benefit from a childminder who has a well-developed knowledge of their individual needs and plans enjoyable and challenging activities for them. Good emphasis is given to promoting children's welfare and keeping children safe at all times. Children enjoy exploring their local area and make good progress in their learning and development. Partnership with parents and others significantly contribute to creating an inclusive environment, that welcomes each child's individuality. The childminder has ambitious vision and is successfully using self-evaluation, which results in a provision that is responsive to the needs of the children in her care and their families.

What steps need to be taken to improve provision further?

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

- develop children's awareness of the wider community, by providing a suitable range of materials that promote equality and diversity, such as, resources reflecting positive images of race and disability.

The effectiveness of leadership and management of the early years provision

The childminder manages her provision well, as well as takes all necessary steps to ensure that children's welfare is promoted and safeguarded. She has a strong

understanding of her responsibilities in the area of child protection and risk assessments of the premises. Toys and outings are robust and regularly reviewed. Good hygiene practices vigilantly followed by the childminder, including effective procedures for looking after the family pets, helps to minimise the risk of cross infection. Meals and snacks are nutritious and well-balanced. Daily routines and activities foster children's awareness of a healthy lifestyle. All the regulatory documentation is maintained effectively and well-written policies are shared with parents, which further contributes to children's safety and welfare.

Good emphasis is given to promoting an inclusive setting and ensuring that every child is valued as an individual. Settling in sessions and 'all about me' booklets help the childminder to become familiar with each child's needs and what they can already do. As a result, children's individual care needs are respected and they make good progress in their learning and development in relation to their starting points. Individual day diaries, three monthly summative assessments and discussions, keep parents well informed of their child's routines, activities and achievements. Parents themselves comment with kind words in questionnaires, about how happy and pleased they are with the quality of their children's care provision. Developing partnerships with others also ensures that the childminder can effectively provide activities, which complement children's school themes.

The childminder organises her home, to create an inviting and welcoming environment for the children, where they can choose toys for themselves and initiate their own play and learning. She demonstrates a strong commitment to continuous improvement and promoting better outcomes for children. For instance, she is pro-active in seeking the views of parents to inform self-evaluation. Questionnaires have greatly influenced a review of menus to cater for children's preferences. Key areas for future development include converting the garage into a playroom and accessing early years professional status training. Good respect is given to the limitations of the planet's resources. Wicker treasure baskets and toys are sustainable. The childminder teaches the children how to make plant pots out of yogurt cartons and castles or dens out of used boxes.

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

Children eagerly engage in their play, in a warm, well-maintained and enabling environment, which affords them plenty of stimulation and interest. They enjoy warm relationships with the childminder and babies relish her cuddles when they show signs of tiredness, as well as sensitive interactions, as they play with the toys. Children grow in confidence and the proud display of the paintings they have created boosts self-esteem and nurtures their sense of belonging. They show plenty of curiosity when exploring different textures, such as, feathers, tinsel, sand or gloop. Children act out experiences in pretend play, helping them to make sense of the world. Babies begin to make connections and respond gleefully as toys light up when they press buttons. Children build on their awareness of technology, as they develop mouse and keyboard skills to access computer games.

Good emphasis is given to ensuring all children are included and nobody feels left

out. For example, chunky crayons enable younger children to join in creative activities. Young children play happily alongside one another and regular visits to the toddler group enables them to learn to socialise with others. Children enjoy plenty of opportunities for exploration and connecting with the outdoors. They take care of the vegetables they plant, discover ice on a frosty day and learn about the weather, as they stick symbols on the daily calendar. Children become aware of their local area, with visits to places of interest, which are enjoyed by all. Respect for others is fostered, for example, a welcome poster is displayed in different languages, children play with different ethnic dolls and make Rangoli patterns for Diwali. However, children's awareness of the wider community is not fully exploited, because resources reflecting positive images of race or disability are not widely incorporated into the play materials.

Children are afforded plenty of space for active and restful activities and child sized furniture enables them to sit in comfort with their friends. Good attention is given to checking the provision before children arrive, therefore, risks are minimised and children move freely and with confidence. Children become aware of keeping themselves safe, for instance, they practise fire evacuation and strapping teddy into the buggy. Younger children develop their awareness of personal hygiene through their daily routine and a hand washing poster acts as a gentle reminder for older children. Growing green beans supports children's interest in the story book about 'Jack and the bean stalk,' while nurturing their awareness of healthy eating. Children gain independence and learn to listen to their bodies, as they help themselves to drinking water when thirsty. The garden provides a variety of safe challenges. Regular fresh air and physical exercise promotes children's growth and stamina, which further enhances their awareness of a healthy lifestyle.

Good opportunities are provided to support children's creative development, through a range of media and putting on shows. Children make good progress in their mathematical development and their early literacy skills are supported very well. For example, babies love to get mucky, as they mark make with their fingers in gloop and the use of puppets effectively nurtures children's interests in books. Help with linking sounds to letters and simple words complement children's reading skills in school and an environment rich in displayed print and numerals fosters their skills for the future. The childminder is highly motivated and successfully uses observations, linked to the area the skill relates to and the early years profile, to identify and plan for their next steps in learning. Every child has a development file, in which information is recorded. Planning includes various topics and a good balance of child-initiated and adult-led activities, with a focus on engaging the children's interests. As a result, children have plenty of fun and make good progress, while learning and achieving through play.

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

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	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

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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