

Inspection report for early years provision

Unique reference number	EY413667
Inspection date	28/07/2011
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 2010. She lives in Handforth, Cheshire with her husband and two children aged five and two years. The whole house, with the exception of an upstairs study, may be used for childminding. The main play areas are the through lounge/dining room and the enclosed rear garden. The family have a cat.

The childminder is registered to care for a maximum of four children under eight, no more than two of whom may be in the early years age range. She is currently minding two children in this age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from a nearby school and attends several toddler groups during the week. She 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 are happy and making good progress in their learning and development. The childminder promotes an inclusive, healthy and safe environment where she responds to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. Children benefit from the effective partnership with parents who are encouraged to exchange information with the childminder both verbally and in writing. Written policies and procedures ensure the smooth running of the childminding service, however, some documentation needs amending. The childminder is beginning to reflect on her childcare practice and has almost completed a detailed self-assessment of the provision. She is keen to extend her knowledge and skills over time.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has legal contact with and parental responsibility for the child (Safeguarding and welfare). 11/08/2011

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

- update the risk assessment records to include journeys outside the home.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded due to the effective procedures for identifying any child at risk of harm and liaising with the appropriate child agencies. The childminder is aware of her responsibilities and provides parents with a written policy. However, she has not obtained information about who has parental responsibility or legal contact with the children. Children are cared for in a safe and secure environment where hazards around the home and in the garden are suitably assessed and well documented. The childminder is vigilant about children's safety when out and about and fully involves them in road safety procedures. However, journeys outside the home have not been included in the risk assessment records. Insurance certificates are in place and children practise evacuation procedures from the home every month. Record keeping required for the safe and efficient management of the childminding provision is well managed and up to date.

The childminder has established a positive vision for her service, stating that it is extremely important for each child to feel special and well cared for. An inclusive and welcoming environment is created through careful planning and a positive attitude. The childminder reflects on her practice and has a commitment to continuous professional development. She is developing a good understanding of the Early Years Foundation Stage and children's learning is well supported as the childminder is able to give lots of individual attention. She provides a welcoming environment with ample space to play and an accessible choice of toys and play equipment.

The childminder has developed a strong and effective relationship with parents and there is a good two-way flow of information, knowledge and expertise. She ensures the needs of all children are met and parents are kept well informed. A detailed welcome pack is given to parents when children first start. This contains information about the childminder's family, the service she offers and the policies she follows. The childminder meets up with other childminders and early years advisors at the local children's centre and is aware of building relationships with other providers of the Early Years Foundation Stage in the future.

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

Children are making good progress in their learning and development. The childminder makes regular written observations of the children's efforts and achievements and evaluates their progress in all six areas of learning. She provides activities and play experiences based on the next steps in children's development. She makes good use of photographs to illustrate children's achievements and to show parents how much their children are enjoying the range of different activities. The childminder is skilled at promoting positive attitudes to learning, ensuring that every child is suitably challenged by the learning experiences provided. Her calm approach and warm and playful interactions motivate young

children well and help them to make progress.

A good balance of quiet and active play is provided both inside and outdoors in the garden. Periods of free play alongside adult-led games ensure children's needs are met and they are happy and comfortable in the environment. Learning through play is the ethos followed by the childminder and activities are designed to teach new skills and practise those already learnt. Children's emerging language skills are advanced through their interest in singing and stories. Their concentration skills are developed through an interest in books and the various creative activities provided. The childminder is well aware of children's likes, dislikes and current stage of development through close observation and discussions with parents. This information helps her provide an individualised service and to have realistic expectations of the children. Talking to young toddlers about colours and shapes whilst they are making tea with the kitchen set encourages their learning and understanding. Counting the steps up the slide is remembered by the children and repeated in other situations.

Children are developing strong and positive relationships with the childminder and each other. They play alongside their peers, learning to share and take turns. They help to tidy up the toys and are warmly thanked and congratulated by the childminder which boosts their confidence and self-esteem. The childminder is effective in supporting children's good health and well-being. They enjoy nutritious meals and snacks each day which offer variety and choice. Their dietary needs and preferences are well known by the childminder who ensures that these are catered for. There are secure infection control measures and the childminder models good hygiene practices. Children benefit from access to fresh air and exercise in the garden each day and they can rest or sleep in comfort according to their needs.

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
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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	3
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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