

Inspection report for early years provision

Unique reference number	EY417358
Inspection date	12/07/2011
Inspector	Sue Birkenhead
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 with her husband in the Hooton area of Ellesmere Port, close to local facilities, schools and transport links. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder has a dog.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years at any one time, of whom three may be in the early years age group. She is currently minding four children, of whom three are within the early years age group. Children are cared for on a part-time and full-time basis. 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 satisfactory.

The children are happy and secure in the welcoming childminding environment, where they settle well. The childminder's understanding of the learning and development requirements is sound, which enables children to extend their learning through appropriate opportunities. The childminder works sufficiently well with parents to ensure children's individual needs are consistently met in accordance with the welfare requirements. Children currently do not attend other settings, although the childminder has given some thought to how positive links may be established in the future. The childminder is suitably committed to the continuous development of her service and systems for self-evaluation are in the early stages.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to assess what the setting offers as well as an evaluation of the areas for future development, taking into account parents' views
- extend information exchanged with parents to obtain children's developmental starting points on entry to the setting and encourage them to contribute to the children's continuous learning
- provide positive images to challenge children's thinking and help them to embrace people's differences, with particular reference to the provision of resources and activities
- record the details of the evacuation drills practised, outlining any problems encountered and how they were resolved
- extend observations for all children to assess the progress they are making and plan appropriate play and learning experiences based on the children's interests and needs, for example, creative play.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded because the childminder has an appropriate understanding of the indicators of abuse and procedures for reporting concerns. In addition, she monitors visitors to the setting through the record system in place to further protect children. The visual daily checks, the comprehensive risk assessments of her home and outings and the use of safety equipment ensure risks to children are effectively minimised.

Documentation to ensure children's welfare and safety are consistently well organised and accurately maintained. Many written policies, which are shared with parents, make them aware of the childminder's practices and include the procedure for safeguarding and complaints. The childminder is in the early stages of reflecting on her practice by discussing practices with fellow childminders. In addition, she values the guidance offered by the network childminder, who visits on occasions. However, more formal systems, such as the Ofsted self-evaluation form, and opportunities to obtain parents' views are among the plans for future developments. Other plans she has which contribute to the suitable continuous improvement of the provision and better outcomes for children include attending additional training.

Some systems in place for sharing information with parents are positive, for example the 'welcome pack', the completion of the children's records, consent to certain aspects of care and individual daily records to reflect the child's well-being. Information, such as the certificate of registration and literature associated with the Early Years Foundation Stage, are on display. However, procedures for sharing children's learning journeys are not sufficient to actively involve parents in their child's continuous learning and development. The children currently cared for do not attend other settings. However, the childminder is aware of the need to develop links in the future should this change to complement the delivery of the Early Years Foundation Stage.

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

Children enter the secure, welcoming environment with enthusiasm and are keen to access resources in the designated play area. The suitable deployment of resources allows children to make decisions about their play, therefore supporting their independence in learning. They are responsive to the childminder's appropriate interaction during play and are happy to leave her side to instigate their own play, indicating they feel safe. The informal planning of activities provides a suitable range of adult-led and child-initiated opportunities, although it is not clear how children's next steps in learning are incorporated. The planned weekly visits to local groups enable children to sufficiently extend their social skills and take part in group activities. The childminder completes sensitive observations, which are supported by photographic evidence for some children. The 'all about

me' record outlines children's likes and dislikes. However, references to children's developmental starting points on entry to the setting are not incorporated to provide a baseline from which to monitor their progress. The childminder is developing a sound understanding of the areas of learning, and when asked she briefly demonstrates the steady progress children make, outlining some of their next steps. However, details are not documented for all the children to support this.

The learning opportunities appropriately support the development of children's future skills. Children show some interest in books as they access them independently, explore the textured books and begin to listen to stories the childminder reads, which suitably contributes to their early literacy skills. Children use recyclable materials, such as cardboard boxes to create a den, which promotes their imagination. However, opportunities for children to engage in messy play activities have not been explored to further extend their creativity. Their interest in the natural world is captured as they visit the local garden centre and enjoy watching the rabbits and fish. Daily opportunities suitably support the development of children's physical skills. For example, they access the large garden area, use resources, such as the wheeled toys and the trampoline, and visit play centres and the park to access large apparatus. Babies are encouraged to crawl towards items that interest them and use the furniture to pull themselves up to standing. Children begin to learn about people's differences through the suitable range of resources which promote positive images of diversity, and they celebrate the more familiar times of the year, such as Easter. The childminder recognises this as an area for further development. Children demonstrate how their self-help skills develop well as they take off and put back on the dinosaur outfit independently. They enjoy making marks on the aqua mat, using the stampers and naming the star shapes, and they create and draw freely with the pens and brushes, recognising their achievements by shouting 'hooray'. Children become actively involved in piecing together the train track, and basic introduction to number supports the development of their numeracy and problem solving skills. Through the wide provision of interactive battery-operated resources, children begin to learn about basic technology from a young age.

Children appropriately learn about staying safe because the childminder clearly makes them aware of any hazards and consequences of their actions. However, regular practises regarding emergency evacuations have not yet been practised with the children, although are planned for the future. Children benefit from some aspects of a healthy diet, which includes the provision of fresh fruit and some home-made meals. At other times processed foods and children's favourites are incorporated. Children are provided with drinking water throughout their stay to ensure they remain hydrated and refreshed. They develop a suitable understanding of health and hygiene within the routines followed for hand washing before meals, and the childminder explains they do this to get rid of germs that can make them sick. Children's unacceptable behaviour is managed appropriately and their achievements are acknowledged through praise to ensure they behave well. Consequently, young children begin to learn to play cooperatively and share resources.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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