

Inspection report for early years provision

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Inspection date	05/07/2012
Inspector	Jacqueline Nation
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.

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 2011. She lives with her husband and two children, aged nine and seven years, in the Scholar Green area of Cheshire. The whole of the ground floor is used for childminding along with a downstairs toilet. There is a fully enclosed rear garden available for outdoor play. There are shops and a park within walking distance.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. Currently, there is one child on roll in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. 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.

The childminder provides a homely and stimulating environment for children. She is committed to ensuring all children feel safe and secure which provides a firm basis for them to make good progress in their learning and development. Inclusion is given good consideration and children's individual needs are met well because the childminder has strong relationships with parents. Planning, evaluation and assessment procedures are, generally, well documented and demonstrate a commitment to future improvement.

What steps need to be taken to improve provision further?

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

- consider ways to further involve parents in their child's ongoing learning, with particular reference to the observation and assessment process
- improve the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention because the childminder has a secure understanding of the procedures to follow in the event of a concern. She has a number of policies and procedures in place, including a safeguarding procedure, which is shared with parents to ensure they are aware of her responsibilities. Children play safely in this homely environment because the childminder is

committed to keeping children safe in the home, garden and on outings. Risk assessments are clear and daily safety checks are carried out before children arrive. All the required documentation, parental consents and recording procedures are in place to support the safe and efficient management of the provision.

The childminder demonstrates a positive attitude to inclusive practice. She helps children develop their understanding of a wider society through the use of resources reflecting positive images. Planned activities about different festivals and celebrations help to introduce new ideas and promote diversity. The environment is well organised and child-size furniture is available for children to use. Toys and resources are easily accessible and this helps children to follow their interests, play at their own pace and make good progress in their development. The childminder forms close working relationships with parents and obtains useful information about each child's needs, including starting points in their learning, any specific needs or parent's preferences. This helps her to plan for children's individual needs accordingly. Daily discussions and written feedback helps to keep parents well informed about their child's day and achievements. The childminder fully understands the importance of effective partnerships with other providers and agencies to support good transitions and ensure children get any additional support they need.

The childminder is aware of her strengths and areas for development. She has made a good start to her childminding business, although the self-evaluation system is in its infancy. She is committed to her own professional development and is keen to take part in further training to keep up-to-date with changes in legislation and develop her knowledge of early years and childcare practices. The childminder works closely with the local authority who provide guidance and support to enhance her practice.

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

Children make good progress in their learning and development because the childminder has a secure knowledge of the Early Years Foundation Stage framework and uses the practice guidance to support her planning and assessment system. The childminder recognises the importance of learning through play and she makes sure children are provided with a good balance of adult-led and child-initiated activities that cover all areas of learning. Planning is based on children's interests and play preferences and her observations during free-play help her to plan appropriately for children's next steps in their learning. However, parents have yet to be fully involved in the observation and assessment process to help them provide further support for their child as they progress in their learning. The childminder makes sure children have a varied day, including time spent outdoors exploring the local environment.

The childminder places a good focus on supporting children's personal, social and emotional development. Warm caring relationships and well organised routines help children feel content, safe and secure. Children are encouraged to develop their social skills, through their good behaviour and the use of conventions, such

as using 'please' and 'thank you'. She encourages their independence during meal times, encouraging younger children to feed themselves. Good behaviour is promoted because the childminder gives clear explanations and sets appropriate boundaries, for example, children learn to share and take turns. Children's welfare is promoted and there are good procedures in place to minimise the risk of cross-infection. Detailed documentation is in place to support children's individual needs. Currently, parents provide all the food required to meet their child's dietary needs during the day. This is stored safely and prepared appropriately by the childminder at lunchtime. Drinks are kept on a low table to enable children to access them when they become thirsty. Children experience the benefits of regular fresh air as they walk to and from school, visit local parks and playing fields and play in the garden. They also take part in dancing and enjoy singing action songs while indoors.

Early language skills are fostered through lots of clear conversation and reinforcement of words and sounds using picture books and singing rhymes. There are plenty of opportunities for children to practise their mark-making skills using paints and chalks. Children's creativity is fostered well with access to a variety of resources for art and craft and role play, including a kitchen, play food, dolls and cars. Children's problem solving skills develop through everyday activities and play. The childminder introduces numbers, counting, colour and shapes names into play and children can complete puzzles. Children love to play with musical instruments and enjoy making sounds with castanets and listening to the sounds of the rain maker. Their knowledge and understanding of the world is supported well. Children show an interest in technology as they press buttons on electronic toys and are fascinated by the sound. They have opportunities to learn about wildlife and life cycles as they watch the development of tadpoles. This is supported by a lovely display of educational posters about nature and the environment to prompt discussions and children's interest. Overall, children develop good skills to support their future learning.

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	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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