

Inspection report for early years provision

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Inspection date	28/06/2012
Inspector	Shirley Wilkes
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 one child aged five years in the Poynton area of Cheshire. There is an enclosed rear garden for outdoor play. The family has a dog.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered by Ofsted to care for five children at any one time, of these, two may be in the early years age range. There are currently four children on roll in the early years age range. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. She has a good understanding of children's preferences and interests. This provides them with activities and experiences that support their learning and development. Good partnerships with parents and other providers ensure that the childminder can meet children's individual welfare and development needs. Overall, policies and procedures are implemented well to ensure children's welfare, health and safety is supported. The childminder shows a dedicated commitment and capacity to improve the quality of her care and has identified her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop the information recorded in a fire log in relation to any problems encountered and how they were resolved, so that the safety of children is promoted.

The effectiveness of leadership and management of the early years provision

Children are efficiently safeguarded because the childminder has a good knowledge and understanding of the Local Safeguarding Children Board procedures. The childminder shares child protection good practice guidance and procedures with parents. All adults within the setting have undergone a suitable vetting process, thus, supporting children's welfare. Effective risk assessments have been completed to ensure that children are safe both indoors and outdoors. All areas within the home are safe and secure. Records relating to children's individual health and safety are well maintained. However, the record of fire drill

practises does not contain information in relation to any problems encountered and how they were resolved, so that the safety of children is promoted.

The childminder is friendly and caring. This helps children to feel at ease and secure in the setting as she is always close at hand to offer support and guidance. She spends time with children interacting effectively in a natural and sensitive way, ensuring that they are able to freely explore the resources and activities available to them. Good use is made of space. A varied range of toys and resources are stored at an accessible height for children to help themselves to, promoting their independence. Children access a good selection of resources, depicting positive images of diversity, which helps develop their understanding of the world in which they live. Regular outings to toddler groups and the library are helping children become aware of their local community.

The childminder is welcoming to all children and their families. Parents are given good quality information about the service, which the childminder provides. Daily discussions and information sheets are used effectively to exchange information and to share the activities and changing care needs of the children. The childminder gathers information about children's development and interests to help them settle in and progress. The childminder forms effective partnerships with other settings the children attend to ensure continuity in their care and learning.

The childminder has a good understanding of her strengths and areas for improvement. She has taken appropriate steps, in terms of better outcomes for children, such as re-organising how toys are stored to enable them easier access. She demonstrates a commitment and enthusiasm to continually update her knowledge, skills and practice to benefit the children who attend.

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

Children are happy and settled in the warm welcoming environment. They feel safe and demonstrate their independence as they freely access good and a varied selection of toys and resources. The childminder has a good understanding of the learning and development requirements. She is flexible in her planning of activities, taking account of children's individual needs and interests. She undertakes observations of each child, in order to monitor their progress towards the early learning goals. These observations are used to inform planning for the next steps in children's learning.

Children choose their activities and which resources to play with, this helps to develop their independence. They are confident and make a positive contribution to the setting, as they take part enthusiastically in self-chosen activities, such as rolling the ball and pressing buttons on the books, delighting in their achievement. Children receive lots of praise and encouragement from the childminder and as a result, they are developing good self-esteem and understand when they have done well. The good organisation of equipment and toys enable children to use the resources imaginatively and follow their natural curiosity as learners, for example, when making pretend lunch for the childminder. Children are encouraged to use

good manners, with the childminder reinforcing 'please' and 'thank you' at relevant times. Children play well together, readily sharing toys. They are becoming aware of how to keep themselves safe, such as following guidance from the childminder on how to negotiate obstacles and regularly practising the fire drill.

Children's knowledge and understanding of the wider world and their local community is being developed through walks and visits to carer and toddler groups. A selection of resources and activities are provided to help children explore and develop their creative skills, for example, the play dough. Children use a variety of materials, such as paints and crayons, which helps to develop their mark-making skills. They are developing an understanding of numbers and shapes through daily routines and play, such as matching and sorting shapes and colours and using numbers in everyday activities.

The childminder reinforces early language skills as she talks to the children, explaining and describing what she is doing. Children enjoy visits to the library and are able to take books home to share with parents developing their love of books. A good range of both indoor and outdoor physical activities contributes to a healthy lifestyle. Children routinely follow good hygiene practices, such as washing hands before meals and after nappy changes. There is a relaxed atmosphere at meal times. All children enjoy the benefits of nutritious and well-balanced foods and drinks, which the childminder and parents provide.

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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