

Inspection report for early years provision

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Inspection date	30/11/2011
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 2011. She lives with her husband and two children ages four and one year. The family live in a rural area of Over Peover, Knutsford, Cheshire within driving and walking distance of local facilities. All areas of the childminder's home are used for childminding purposes. This includes the lounge, dining room, kitchen, toilet on the ground floor, three bedrooms and the bathroom on the first floor. There is a fully-enclosed garden available for outside play.

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 four children under the age of eight years at any one time, of whom, one may be in the early years age group. She is currently minding four children in the early years age group. Children are cared for on a part-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 good.

The childminder has a secure knowledge of the Early Years Foundation Stage welfare, learning and development requirements. Consequently, the children's individual needs are successfully met and they make good progress towards the early learning goals. She provides a warm, caring approach to the children's care within a welcoming, inclusive environment; as a result they are happy and secure. The effective partnerships that develop with parents enable them to play an inclusive role in the children's care and learning. However, establishing links with other settings children attend are in the early stages. The childminder demonstrates a positive commitment to continuous improvement and recognises the importance of self-evaluation, which is developing well.

What steps need to be taken to improve provision further?

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

- establish links with other settings children attend to complement the delivery of the Early Years Foundation Stage
- further extend positive images that challenge children's thinking and help them to embrace differences in culture and disability.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge and understanding of her responsibility to protect children. She demonstrates a clear understanding of the signs of abuse and the procedures for reporting concerns, which are outlined in the detailed

safeguarding policy. The childminder is vigilant in her approach to children's safety. She uses necessary safety equipment, completes comprehensive risk assessments of her home and outings as well as daily checks. These ensure risks are effectively minimised to further safeguard children. She regularly practises emergency evacuation to promote children's understanding of staying safe, which are well documented. The childminder adopts a methodical and extremely well-organised approach to record keeping, respecting confidentiality, and uses consistent systems. She uses the Ofsted self-evaluation form to reflect and evaluate her practice, clearly recognising aspects for future development. As a result of the childminder's positive commitment to the continuous development of her service she is embarking on a professional qualification to develop her knowledge, skills and promote better outcomes for children.

Effective relationships develop with parents; as a result, a consistent approach to children's care is established. Positive initiatives for sharing information include the daily sheet which records children's well-being and the very informative well-written monthly newsletters they receive via email. In addition, the detailed 'welcome pack' they receive provides a good introduction to the childminder and her effective practices. Parents have access to their child's learning journey and a formal system to allow them to contribute to the continuous learning record is in place. Parents read and sign against the many detailed written policies which include information about safeguarding, missing, uncollected children and complaints. The childminder has no contact with other settings children attend, however, she recognises this as an area for future development. Consequently, she is working alongside parents to agree how this can be achieved to complement the delivery of the Early Years Foundation Stage.

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

The children are happy and secure within the childminder's care. The displays of children's art work and information contribute to the welcoming, inclusive environment. The range of good quality resources is positively deployed to support children's learning. As a result, they make decisions about their play, which promotes independence from a young age. The childminder interacts positively during play through her involvement. She engages in conversation to encourage the development of their communication skills and asks questions to extend their learning. The individual children's learning journeys contain an effective account of their developmental starting points on entry to the setting completed by parents. Therefore, these provide a baseline from which to monitor their progress. In addition, the purposeful observations are well documented to reflect the good progress children make towards the early learning goals. The observations clearly inform the detailed weekly planning, taking into account the children's individual next steps in learning, and which are clearly linked.

Many worthwhile opportunities support the development of children's skills for the future and incorporate a good balance of adult-led and child-initiated opportunities are incorporated. They visit local groups to mix with others, which contribute to the development of their social skills. Their interest in books is positively

encouraged from a young age, through regular story times and visits to the library, therefore, contributing to the development of their early literacy skills. They recreate a popular story during their walk and use the photographs taken to develop their own story. The childminder effectively extends young children's knowledge of number language as they count various items during play. Children spontaneously refer to colour as they play and begin to recognise shape and solve problems. For example, they match the cylindrical shapes to corresponding holes as they piece together the train they build. All children explore a variety of different materials to explore their creativity. They display some results, such as, the tree they make using hand prints, paint and bark rubbings. Children develop a very positive understanding of the natural world. This includes observing aspects of the rural environment, planting and growing as well as making bird feeders from pinecones, lard and bird seed to hang outdoors. Positive opportunities for children to learn about the wider world are incorporated into the long-term planning. This includes the celebration of different festivals throughout the year. For example, they dress up and ice treats for Halloween, learn about Rangoli patterns during Diwali and make gifts in recognition of Grandparents' Day. Some resources promote positive images of diversity regarding race and culture, however, this is recognised as an area for future development to extend further children's understanding. Children engage in different experiences to promote the development of their physical skills. These include, walks locally, manoeuvring the wheeled toys in the garden and visiting the park. Children's imagination is promoted well and includes making sausages and burgers using the play dough barbeque and tools. They are introduced to basic technology as they explore the interactive resources and learn by pressing buttons that different noises are created.

The childminder provides a varied, healthy balanced diet for children, which includes, fresh fruit and home made meals. Children indicate they feel safe as they are happy to leave the childminder's side to explore and turn to her for help when required. The childminder manages children's behaviour effectively. Consequently, they behave well, are responsive to the childminder's intervention, which encourages them to share resources and take turns. Within the daily routine children develop a good understanding of personal health and hygiene from a young age. This includes washing their hands before meals as well as after nappy changing and using the toilet.

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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met