

Inspection report for early years provision

Unique reference number	EY382425
Inspection date	24/02/2009
Inspector	Rachel Ruth Britten
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and two children aged nine and 12 years. The family live in the Willaston area of Nantwich. The whole of the ground floor and the upstairs bathroom are used for childminding purposes. There is a secure garden available for outdoor play. Family pets include a cat, three rabbits and a guinea pig.

The childminder is registered to care for a maximum of six children at any one time. There are currently nine children on roll aged from nine months to 11 years. Of these, four are within the Early Years Foundation Stage (EYFS). The care for children aged over five years is registered by Ofsted on the Childcare Register. The childminder is supporting children with additional needs although no children attend who speak English as an additional language.

The childminder has completed required basic childminding training and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the childminder's provision is good. A welcoming and fully inclusive service is provided where children thrive and make very good progress. The childminder is highly committed to each individual, using developmental progress files comprehensively to chart and plan for each child's progress. Liaison with other parties involved with each child promotes consistent care and learning. Highly effective organisational skills and expertise in creative crafts, music, the natural world and environmental issues provide the basis for good outcomes in all areas of learning and ensure that all the outcomes for children are good. Commitment to improvement is clearly demonstrated through use of the Ofsted self-evaluation document, sharing the expertise of other childminders and use of relevant child care magazines and websites.

What steps need to be taken to improve provision further?

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

- extend the involvement of parents and others in using the observation and assessment documents, so that all parties work together to complement one another and maximise each child's progress
- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved.

The leadership and management of the early years provision

The childminder's organisational skills are exceedingly strong. She organises her policies, procedures and play resources with great flair, so that adults and children

feel welcome, included and can understand how the setting works. Pictures, labels, photos, display books and displayed certificates provide adults and children with all the information that they need in order to know what is on offer. The childminder is committed to continuous improvement through training and sharing expertise, although the number of children on roll and her own commitments limit the training that she is prepared to undertake. She has made careful use of self-evaluation to increase her awareness of her strengths and to prioritise areas for improvement, including practising her evacuation procedure with all the children. She maintains robust, clear records which fully support the welfare, learning and development requirements of the EYFS, so that each child's progress is observed, assessed and their next steps identified.

Partnerships with parents are strong, forged through careful settling-in periods to ensure that all parties understand the procedures and policies and continue to meet individual needs and routines. Feedback from parents states that the care is 'exceptional, safe, and structured, with a wide variety of arts and crafts and home cooked food'. Partnerships continue through careful liaison with nurseries and schools to provide consistent care and support the themes for learning which they are undertaking. However, the liaison with other parties does not yet extend to joint working on individual children's development to maximise their progress. Nevertheless, partnerships are visibly successful in promoting children's sense of belonging, family and community.

The childminder's focus is always upon promoting children's welfare. Children are well safeguarded through good use of daily checks, periodic risk assessments and specific risk assessments for outings. Detailed emergency procedures and cover are planned although evacuations are not yet practised with children. The childminder understands child protection procedures and ensures that parents have copies of, and have read, all her policies. Children are taught about safe play and walking along the roads, balanced with managed risk taking and stranger danger as appropriate to their age. Play areas are well organised and hygiene is assured through proper veterinary care of all the pets, with reminders for hand washing after handling them and before any food is eaten. Individual changing mats and gloves are used for each child and there is careful supervision of outside play with no use of the large trampoline presently allowed.

The quality and standards of the early years provision

The learning environment provided by the childminder and her personal inputs are very effective. Resources are varied, stimulating and easy for children to select from the baskets and boxes in the lounge and conservatory. The play space is varied and ample, with room for dens, table top and floor activity, combined with frequent use of the craft room and garden. A good balance of one-to-one and small group activity is achieved in the home and there is a great emphasis upon outdoor play, gardening, appreciation of nature, creative crafts and music. As a result, children's physical development, creative development and knowledge and understanding of the world are very well provided for. The childminder is experienced with all ages and is careful not to pre-prepare craft activities too much or place undue emphasis on the finished article, realising that each child's

imagination is to be nurtured and their dexterity in using tools, such as scissors and glue require time and practise. Communication, language, literacy, problem solving and numeracy are woven through all activities. For example, three-year-olds develop a sense of time, space and the world around them as they observe and learn the names of snowdrops and monkey puzzle trees on the walk to school. They also spot the birds in the garden and match these to the pictures and words on the charts in the conservatory.

Conversation, questions, choices and involvement in daily routines enable children to become confident in the setting. Three-year-olds choose a large construction game and decide to make a den and a ladder. They can enjoy role play with their favourite toy trucks and farm vehicles once they have cleared away some other games to make space. They save their pieces of spare apple to feed the rabbits and learn about healthy living as they grow vegetables from seed, recycle and compost waste, and make things from junk and craft scraps. The childminder meets individual needs, for example using various supportive positioning equipment to help babies to interact comfortably or encouraging the use of a weaker hand by placing objects frequently into it. All aspects of the six areas of learning are seamlessly woven into children's play and experiences and their enjoyment and achievements are good for their ages.

Children's health is outstanding because the childminder uses her expertise as a food analyst and shares her approach to healthy living with children. Healthy fruit, vegetables and home grown and cooked foods are used where possible. Cross-infection is minimised through simple hygiene procedures for food, animal handling, and toileting. Children walk and play outside as much as possible, gaining physical strength, coordination and an awareness of how to behave safely outside with traffic. They learn how to consider others through regular outings to other childminders and through the variety in age of the children attending. The childminder is well known locally, including at the pre-school, helping young children to make sense of the links in their community. Children generally behave well because they enjoy the stimulating choice of activities available. Some boys enjoy the dolls, buggies and table top arts and crafts as well as the den making, and books and games present positive images of various cultures and disabilities. Children respond well to the simple house rules, structure and quiet manner of the childminder, although she does not always remind them to use simple 'please' and 'thank you'. Children are active, inquisitive learners, inspired by the choices and opportunities on offer.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.