

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY152317
<b>Inspection date</b>	01/07/2009
<b>Inspector</b>	Sue Anslow
<b>Type of setting</b>	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 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 2002. She lives with her husband and one child aged eight years, in Stockton Heath, Warrington. The whole of the childminder's home is used for childminding, with the exception of the main bedroom. There is a fully enclosed garden for outdoor play. The family have a cat.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children under five years. She also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from a nearby school and attends several local toddler groups on a regular basis. She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children make good progress in their learning and they enjoy their time in the setting. Learning opportunities help to meet all children's needs well and keep them actively and happily engaged. Good arrangements exist to ensure children's health, safety and security needs are met well. They learn about the wider world around them and people who are different from themselves through appropriate resources and activities. Effective links with parents and carers ensure everyone works together to support children's progress and development. Each child is regarded as a unique individual and an inclusive and welcoming service is provided. The childminder demonstrates a positive attitude towards her ongoing professional development and recognises that her system for self-evaluation is an area for improvement.

## **What steps need to be taken to improve provision further?**

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

- strengthen self evaluation systems to promote best possible practice
- record children's attendance as they arrive and leave each day.

## **The leadership and management of the early years provision**

The childminder is committed to providing a safe and caring environment for all children. She is familiar with the Early Years Foundation Stage framework and takes positive steps to develop her knowledge and skills. Through attending relevant courses and seeking support and advice from other professionals, the childminder is constantly improving the outcomes for the children in her care. The two recommendations raised at the last inspection were acted on immediately and she is fully aware of her strengths and areas for improvement. For example,

systems for monitoring and evaluating her overall practice are being developed to ensure every child's needs are being met.

Partnerships with parents are well established and there is a good two way flow of information between all people caring for the children. Verbal discussions take place daily and home diaries are used for the younger children. These allow the childminder to record everything the child has done during the day and for parents and carers to make relevant comments and observations about what children do elsewhere. Shared information, such as this allows the childminder to plan appropriate outings and activities based on children's interests and preferences. Regular observations of children's development and progress are recorded and kept in a file, along with photographs and examples of craft work. Parents have access to their child's files and together they can plan for the next steps in their learning journeys. The childminder also liaises closely with any other adults involved with each child, in order to ensure consistent management of learning and care.

Comprehensive policies and procedures support the good childcare practice and most record keeping is in place. Children's attendance is recorded daily, although not always at the actual times of arrival and departure. Children are kept safe in the childminder's clean, well maintained home and procedures for taking children on outings away from the home are effective. They enjoy ample space in the main play areas downstairs and benefit from a dedicated playroom with adjacent toilet facilities. Good procedures are in place for promoting and protecting children's health and well-being and steps are taken to minimise any hazards. Everything children come into contact with is fully risk assessed and records are updated regularly. The childminder renews her first aid certificate as required and manages any accidents or illnesses extremely well. She understands her responsibilities with regard to safeguarding children and ensures parents are aware of any child protection issues.

## **The quality and standards of the early years provision**

The childminder supports children's learning and development with skill and commitment so that they are making good progress towards all the early learning goals. Children are enthusiastic both in their play and in their involvement in the daily routine because the childminder gives them choices and guidance to achieve as much as they can for themselves. Toys are rotated regularly from the large supply, currently stored in the spare bedroom and children are welcome to bring things from home if they wish. Older school age children can choose to make up their own games with the many small world toys, such as cars or dolls or get involved with art and craft projects using the wide variety of materials available. Children often take the opportunity to work on their spellings or times tables, with help and encouragement from the childminder.

Children behave very well as there is plenty to keep them busy and interested. They enjoy ample space around the home to play together or separately and a balance of indoor and outdoor play is promoted. The younger children enjoy games with the older children after school and the older children will often sit

quietly with the little ones, looking at books or reading stories. Children learn about nature and the world around them through walks to local parks and visits to the library. They watch the peacocks and baby goats in pets corner and compare the looks and behaviour of their cats at home, with the childminder's cat. The childminder helps children understand about different cultures through appropriate resources and activities. Physical development is promoted well through regular outings and attendance at various toddler groups. Children thoroughly enjoy the extra space available, the soft play area where they can climb and jump around without hurting themselves and the many wheeled toys in the playground.

Emphasis is on learning lots of skills through daily routines and play activities. Young children develop their pincer grips through manipulating small toys and puzzle pieces. They love baking activities, especially decorating cakes and biscuits with icing and sprinkles. Through art and craft activities with different materials, children gradually develop their mark making and early writing skills. Music and singing also feature strongly in the weekly routine and singing number songs is a fun way to learn to count. The childminder helps children learn through hands on, practical activities, and a recent visit from the local fire brigade, complete with fire engine, thrilled and delighted the children when they came home from school. The childminder listens to and observes children whilst they are playing, in order to assess their interests and skills. These observations, together with discussions with parents and others, helps the childminder plan appropriate activities to suit each child's individual needs.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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](http://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

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