

## Inspection report for early years provision

---

<b>Unique reference number</b>	304377
<b>Inspection date</b>	29/04/2009
<b>Inspector</b>	Valerie Thomas
<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 1997 and works with her husband who is also a registered childminder. They live in Macclesfield and the whole of the ground floor of the property and one bedroom on the first floor are used for childminding and access is via two steps into the home. There is a fully enclosed garden available for outside play. The family has two pet cats.

The childminder is registered to care for six children under eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for 16 children in conjunction with her husband. All children attend on a part-time basis, nine of whom are in the Early Years Foundation Stage (EYFS). There are arrangements in place with the local nursery and schools that children attend. The childminder is part of the Macclesfield Childminding Network.

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

Overall the quality of the provision is good. There is a wide range of experiences offered which ensures all children are making good progress in their learning and development and that they are happy in the setting. Generally, the detailed policies and procedures implemented, effectively promote the welfare of all children and the childminder organises documentation very well. The self-evaluation process is good with clear targets identified for future improvement, one of which is to develop the observation and assessment process. Effective partnerships with parents and others are built to ensure children's individual needs are met well.

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

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

- involve the parents more in reviewing their child's progress
- ensure the risk assessment covers anything with which a child may come into contact; this refers to the arrangements for pets.

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

The childminder evaluates her practices well through use of the EYFS documents and attending regular network meetings with other childminders. A varied range of training courses are attended to help develop and extend what is offered to children. They include, 'Growing Brains' and 'Imaginary Worlds' and the childminder has attained a Level 3 Certificate in Childminding Practice. The childminder demonstrates a strong capacity to improve and has fully met the recommendation set at the last inspection. A jug of water is now available on the side so that children can help themselves and feeder cups are labelled for the

younger children which they can easily access. This promotes their health well.

The childminder works closely with parents to ensure their wishes are respected, with all individual needs of children fully discussed at initial visits. All policies are explained to parents and there is a clear settling-in policy to enable the childminder to build positive relationships with each child. Ongoing discussion keeps the parents informed of their child's well-being and details of the activities children have taken part in are shared, enabling them to be involved in their child's learning. However, this has not been extended as yet to involving them in the observation and assessment process. Questionnaires are used to identify if the provision meets their child's needs and comments show that they are very happy with the care provided and that the activities offered are fantastic. Effective relationships are built with other settings that children in the EYFS attend. For instance, to link in with a topic at the nursery, the children have been taken on a visit to Stockley Farm and are going to show the photographs to the whole class.

Safeguarding procedures are clearly understood, with detailed guidance available to ensure the correct procedures are followed for reporting any concerns. Risk assessments are undertaken for the premises and outings and daily checks are made by the childminder to ensure the home is safe. For example, the outdoor area is secure and safety catches are fitted to kitchen cupboards. However, the risk assessment does not take into account the hazards caused by pets and when the cat walks on the table where children play it is not always cleaned to ensure children's good health is fully promoted. The childminder ensures all other documentation is organised very well with accurate recording of accidents, medication and attendance and there are very detailed policies and procedures on file. The home is very well-organised and promotes children's learning effectively with learning posters displayed and areas of learning set out such as a quiet reading area and a writing table.

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

All children benefit from the healthy and nutritional meals and snacks provided. They sit and eat their slices of fruit well at snack time and enjoy the sociable mealtimes as they sit around the table together. Substantial opportunities are provided to help children understand which foods are good for them through discussion and growing vegetables such as green beans and tomatoes in the garden. Generally, hygiene is promoted well. Children wash their hands before they eat their food and nappy changing procedures are effective in preventing the spread of infection. However, they do not always wash their hands after stroking the cat which does not promote their good health. Excellent opportunities are provided for children to play outside in the fresh air as the childminder operates free-flow play between the indoor and outdoor area. Consequently, children have lots of fun as they clamber onto the climbing frame with confidence and there is a wide range of toys for children to develop other physical skills such as bikes, balls and a trampoline. The childminder ensures all children learn how to keep themselves safe. Regular fire evacuation drills are practised with every child and during play the childminder explains that they must not push each other as they may trip and fall.

There is an excellent range of resources to promote children's learning in all areas and they are stored in the garage in labelled trays which children can access and make choices about their play. A wide selection is set out each day by the childminder and consequently, children are very enthusiastic about their play. Behaviour is managed well and the childminder continually promotes a harmonious environment, encouraging children to play together and to respect each other's needs. For instance, older children are asked to wait for a younger child to climb on the frame as they need more time. There is a good range of resources that promote positive images of diversity and different festivals are celebrated. This helps to raise children's awareness of differences in others and promotes their learning in making a positive contribution to society. Praise is used well to ensure each child has a high level of self-esteem and as a result, all children are happy in the positive and caring environment.

Children's creativity is developed well through various activities such as painting and making their own pizzas. They sit and concentrate well as they draw their pictures and have very good opportunities to explore natural materials. For example, babies enjoy exploring the wooden objects in the treasure basket and imitate sounds as they bang the items together. Language development is promoted effectively through stories and conversations as children play. Children sit very well as they point to the pictures in the book, and thoroughly enjoy the resources from the story sack for 'The Very Hungry Caterpillar'. During the story their early number skills are encouraged as they count how many strawberries the caterpillar has eaten. The interaction and enthusiasm shown by the childminder ensures that children are developing good learning skills for the future. There is a clear system for observing and assessing children's progress with the next steps identified for their future learning and each child has a file which details their individual 'Learning Journey'. This ensures every child is making good progress towards the early learning goals.

## 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?	2
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
--------------------------------------------------------------------------------------------------	-----