

Inspection report for early years provision

Unique reference number	315149
Inspection date	08/07/2009
Inspector	Sheila Iwaskow
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 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 2000. She lives with her husband, adult son and family friend in Warrington, Cheshire. The town centre, schools and parks are within walking distance. Three playrooms and the kitchen are used for childminding purposes. Toilet facilities are available on the first floor. There is a fully enclosed area available for outside play.

The childminder is registered to care for a maximum of six children at any one time. There are currently eight children on roll and of these; four are on the Early Years Register. The youngest child is eight months old and the oldest is 12 years. Children attend on a variety of placements. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register to allow her to care for older children. Support is given to children who have learning difficulties and disabilities. The family has four cats.

The childminder is a member of the National Childminding Association and is a support childminder.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder is highly motivated and works hard to effectively promote children's well-being, learning and development. Children are happy and settled, clearly thriving from the high levels of attention they receive from the childminder. A safe and inclusive environment is provided and children make good progress in their learning and development. A good partnership has been established with parents; however, some aspects are not yet fully developed. The childminder is enthusiastic and demonstrates a strong commitment to her continuing professional development to further enhance the quality of her provision.

What steps need to be taken to improve provision further?

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

- practise fire evacuation procedures with the younger children to allow them to become confident of what to do in the event of a fire
- implement procedures to involve parents in identifying children's starting points with regard to learning and development.

The leadership and management of the early years provision

The childminder is aware of her responsibility to ensure that all adults living in the house are vetted to ensure their suitability to be in the proximity of children. Her home is warm, clean and welcoming and provides children with a large amount of space to move around freely and play in comfort. Children are well supervised and

the childminder has a secure understanding of her role in safeguarding children and procedures to follow should a concern arise. All aspects of documentation to ensure the promotion of children's welfare are in place and organised to respect confidentiality. Risk assessments have also been compiled and cover all areas of the premises used for childminding and each specific outing enjoyed by the children. No safety issues have been identified at inspection.

The childminder provides written information for parents on how she promotes positive outcomes for children. Information on the EYFS is also displayed together with her registration certificate and the complaints procedures. Parents are kept well informed about all aspects of their children's day through daily diaries and informal chats. Parental contributions to these diaries are invited. The childminder also takes photographs of the children at play on her mobile phone and shares these with parents. However, there are no clear procedures in place to involve parents in identifying children's starting points with regard to learning and development. The childminder welcomes verbal comments and suggestions on the service that she provides.

The childminder is committed to meeting children's individual needs and has accessed a wealth of training to keep her child care practices up-to-date. Many of the courses attended have been to support her awareness of diversity and inclusion. Through discussion and by completing her self-evaluation form she is able to critically analyse her practice, identify her areas of strength and those for further development. A recommendation made at the last inspection regarding the ivy in the back garden has been met.

The quality and standards of the early years provision

The childminder has a secure understanding of the underlying principles of the EYFS. Children benefit from first hand experiences, which encourages them to be inquisitive and active learners. Planning takes into consideration children's likes and interests. Observations are clearly linked to the curriculum and used to identify the next stages of children's learning. By linking assessments to the elements of the framework and completing monthly written reviews of children's progress, the childminder is able to track their progress towards the early learning goals. Consequently, the childminder knows the children well and is aware of their capabilities. The environment is rich with print, helping to develop many aspects of children's learning. Play materials are interesting, within easy reach of the children and promote all six area of learning. As a result, children are able to make independent choices about their play.

Children are happy in the childminder's care and develop trusting relationships. The childminder talks to the children in gentle tones and constantly celebrates their achievements. Communication skills are developing well. Words are routinely repeated throughout the day to help children's acquisitions of language. Reciting nursery rhymes is a popular activity and the childminder encourages children to imitate the sounds made by animals, such as ducks and horses. Children enjoy listening to their favourite stories and from an early age are taught to hold books and turn the pages correctly. As they play, children are encouraged to count and

point to parts of their body such as their nose. Planting strawberries in the back garden allows children to observe growth, whilst pressing buttons on electronic toys to activate music and flashing lights encourages children to find out how things work. Everyday objects are used to help develop children's senses. For example, children have great fun as they squeeze bags of crisps and listen to the crunching sound that is made. As they walk through the local cemetery children eagerly look for squirrels and on rainy days love splashing in the puddles. A recent snowfall provided children with the opportunity to make snowmen and observe change as they watched the snow turn to water. Children engage in meaningful role-play as they play with small world toys and care for the dolls. A varied range of creative opportunities is available to allow children to develop their artistic talents.

Children have regular access to outdoor play to allow them to develop their physical skills. They learn how to keep themselves healthy by eating nutritious foods and adopting good personal hygiene routines. Good levels of support are given to children with learning difficulties and disabilities. Children are not stereotyped and the childminder recognises the importance of valuing linguistic diversity. By tasting food from other countries, celebrating cultural festivals and accessing resources that reflect equality of opportunity, children are learning to value and appreciate difference. The childminder teaches children to keep themselves safe by making them aware of the potential dangers of the road and of the importance of not talking to strangers. Children are also gently reminded not to climb on chairs in case they fall. However, the childminder has not yet practised fire evacuation procedures with the younger children in her care to ensure that they become confident of what to do and where to go should the need ever arise.

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?	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

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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