

Inspection report for early years provision

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Inspection date	07/09/2009
Inspector	Sylvia Cornock
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 2006. She lives with her partner and two children aged two and five years in Padgate, Warrington. The whole of the childminder's house is used for childminding purposes. There is a secure garden available for outdoor play.

The childminder is registered to care for a maximum of four children at any one time. The childminder is currently caring for one child within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years, compulsory and voluntary parts of the Childcare Registers.

The family have a parrot.

The childminder has completed required basic childminding training. She is a member of the National Childminding Association (NCMA). She liaises with the local pre-school and visits the local children's centre and parent toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a stimulating, caring and educational environment for children. They are well supported and make good progress in their learning and development because the childminder has a very good understanding of how children learn through play and everyday experiences. Children are kept safe and their welfare is given high priority. Robust policies and procedures are well used to support the childminding provision. Partnerships with parents and others involved with the children are good. The childminder has addressed the two recommendations from the last inspection which supports children's safety. She evaluates her provision in all areas and is aware that this could be further developed to maintain continuous improvement .

What steps need to be taken to improve provision further?

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

- further develop the system for self evaluation to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the childminder is well organised and prioritises safety. She has a sound understanding of the procedure to follow if she has concerns that a child is being abused. She has comprehensive policies and procedures which all parents have seen and sign to say they have read them and

they know the procedures. The childminder is vigilant in ensuring children are safe both within and outside the home. Children recite how they evacuate the premises in an emergency with regular evacuations completed and recorded. The childminder completes risk assessments for each area of the home, garden and very detailed risk assessments for all outings. She adopts safe practices, such as using safety gates and keeping entrance doors locked. She maintains necessary first aid training and deals with accidents and illness appropriately, keeping required records. Parents sign consent to the seeking of any necessary emergency medical treatment. Policies and procedures support the childminding well day to day because they are regularly reviewed and are shared with parents.

The childminder has organised her home enabling children to freely access and choose from the wide range of resources available. There is regular outdoor play in the garden, at local parks or children's centre. Relationships with parents are good based upon verbal communication and written daily information about the children's day. The childminder has very close daily links with the children's key person who are involved in their care within the local pre-school. This means that joint plans to consistently promote and complement individual children's progress are in place. The childminder extends activities and themes to complement what they have been doing at pre-school. For example, hunting for bugs in the garden and finding a huge caterpillar, this leads to the story book of the Hungry Caterpillar and what they eat. Photographs and written evidence in the individual child's learning journal is then shared with the key person at pre-school and is also available for parents.

The childminder cares for children of varying ages at any one time. She offers a totally inclusive environment where she meets their individual needs adequately and fairly. She concentrates upon her input to the children day to day and attends regular training to enhance her practice. She has not completed any written form of self-evaluation, although she evaluates all her practices and adapts accordingly. She is in the process of accessing the newly revised Ofsted form to use as a working document to further develop the system for self-evaluation and maintain continuous improvement.

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

The provision for children's learning, development and welfare is good. The childminder plays with children purposefully, offering them sufficient challenge and helping them to develop confidence, imagination, communication and problem solving skills. For example, she supports children as they complete jigsaws using the letters and sounds to describe names and objects. They count the number of letters missing from the jigsaw, and are confident in going into the other room and finding the missing letters, showing a sense of achievement in the task undertaken. They confidently count to ten although quite young in age. They have fun as they complete and create pictures by blowing paint through straws which are displayed on the wall. This helps children through experimenting have an understanding of how two colours of paint create another colour. The children use excellent language as they inform the inspector on how you create the picture and

the colours. The childminder supports and explains well to children as they develop their small motor skills through building with various construction kits, creating towers taller than themselves or building cars attaching the wheels with skill. Children have ample choice from the accessible toys, games and materials around the two rooms and conservatory and confidently play with the small world figures and cars, fun board games, construction bricks and tools and the shopping basket with pretend food. The childminder immediately helps the children find the programmable cash register and credit cards for payment.

The childminder is vigilant and uses many safety features to keep young children safe. She teaches children how to be safe through discussion and practice. Children also learn how to walk and cross roads safely and have regular trips out to the parks and places of interest. For example, swimming, zoo and the forest where they build a den in safety to have their picnic. They behave well and enjoy good levels of fresh air and exercise every day, indoors the very young are able to manoeuvre around the rooms on small sit and ride equipment or play games on the games console. Children's health is adequately catered for. The childminder offers nutritious snacks and meals where children have a choice, they have fun picking the tomatoes they have grown to have with their lunch. The bathroom displays hand wash notices to remind children of good hygiene practices and the use of liquid soap and paper hand towels helps prevent cross infections .

The childminder has a good knowledge of the five 'outcomes for children' and is aware of the six areas of learning. She records children's achievements through photographs and observations with written comments of what individual children can do. She has written plans which are a base line for daily activities, however, the activities are based on what the child initiates and what their interests are, with adult activities, such as the weekly swimming session and visits to other childcare settings. The childminder provides a sufficient range of resources and her personal input to meet each child's needs result in good progress.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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