

Inspection report for early years provision

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Inspection date	08/09/2009
Inspector	Judith Anne Kerr
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives with her husband and son aged one year in the Golborne area of Warrington, Cheshire, close to shops, parks, schools and public transport links. The whole of the ground floor and the first floor bathroom are used for childminding purposes. The bedrooms on the first floor are used for sleeping children only. There is access to a secure garden for outdoor play. The family have a cat.

The childminder is registered to care for a maximum of three children at any one time. She is currently caring for a total of three children on the Early Years Register. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A high priority is placed on valuing the uniqueness of each child. Effective procedures and practices contribute towards the safety and the welfare of the children. Purposeful partnerships with parents and others involved in the lives of the children ensure that everyone works together to support the children very effectively. The childminder places a strong emphasis on valuing each child and their family. She ensures she provides a warm, welcoming environment where everyone is accepted. Clear systems are in place in relation to self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure the next steps of children's learning are consistently predicted for all children and show clearly how they inform future planning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety and welfare. She has a secure knowledge of safeguarding procedures which contributes towards protecting children from harm and abuse. All adults in the household have been checked to ensure their suitability to be in close proximity to children. Comprehensive risk assessments are in place for the premises and outings; together with daily checklists for the premises these help to monitor hazards to children. All the required documentation and consents are in place. The childminder organises her space and resources well to meet children's needs and to enhance their play experiences. Outings to the recycling bank with waste materials and the use of recycled resources promote concepts of caring for our planet.

The childminder enjoys her role and has a high regard for children's well-being and her own professional development. For example, she attends ongoing training including heuristic play, creative movement and health and safety to further develop her knowledge and childcare practices. She is committed to the ethos of continuous improvement and continually looks for ways to improve her service. Parents are fully involved in the evaluation process as they discuss their views with her and also complete questionnaires about her service. The childminder reflects on her practice and takes on board comments from parents and children in order to improve outcomes for children.

A high level of importance is placed on meeting children's individual needs. The childminder provides an inclusive environment where all children can reach their full potential. Parents are provided with a wealth of information including detailed policies and procedures and daily diaries to keep them fully informed about the provision and their child's day. The childminder builds beneficial working relationships with parents and their comments demonstrate they are extremely happy with the levels of care, service and activities provided. They say their children are 'given the best care possible' and they are 'more than happy' as the childminder is always willing to go an extra mile. They are involved in agreeing children's starting points in relation to the early learning goals and kept informed about their progress. The childminder is establishing partnerships with other settings to enable her to ensure consistency and continuity for children's care, learning and development.

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

The childminder has a purposeful understanding of the needs of the children in her care and plans her routines accordingly. She shows a clear understanding of the Early Years Foundation Stage, and the need to provide activities and experiences to support and extend children's learning and development. However, there are no systems in place to show how the educational programme is monitored to ensure a balance across the six areas of learning. Observations which are linked to the six areas of learning are undertaken and the next steps are sometimes predicted, but the childminder is not clear how to use these to plan for children's future learning. As a result, the links between planning, observation and assessment are incomplete.

A warm, welcoming and totally child orientated environment is provided. Welcome posters, number lines and hand washing reminders are displayed. A range of toys and resources, including lots of natural materials, are available which take account of the age range of children attending. These are easily accessible to enable children to make their own choices from the low-level storage. This encourages children to become independent learners, develop their self-esteem and confidence and make decisions about what they want to do. The childminder plans a range of stimulating activities for the children which keep them well engaged. The children also benefit from activities outside the home which significantly enhance their experiences. These include outings to the garden centre, park and soft play area.

As a result, children have opportunities to see the animals, socialise with their peers and develop their physical skills.

Children are learning to communicate well as they join in rhymes, such as 'five cheeky monkeys' and 'one, two, three, four, five'. Language and literacy skills are also supported through free access to the attractively presented book area. Young children often choose a book and sit turning the pages. Regular trips to the library further develop their interest in books. They play well together alongside one another and are beginning to share and take turns. Cooperative play is encouraged as the children are sensitively supported to understand the 'rules' of waiting for their turn to play with a particular posting toy. The children enjoy a range of craft activities including marble painting, sticking and making coasters using ceramic pens. A wide range of resources including dolls, books and toy wheelchairs and crutches help to develop children's awareness of diversity. They read books, such as 'Children Just Like Me' and 'Full of Love' to raise their awareness of the wider world in which they live.

Good hygiene routines and a strong commitment to healthy living are prioritised by the childminder. Children are gently reminded why their hands must be clean before eating to prevent the spread of germs. The childminder provides healthy, home made meals using fresh ingredients and she ensures drinking water is freely available throughout the day for all children to quench their thirst. Even young children are encouraged to tidy up after activities so they develop an understanding that it helps to prevent accidents. Children practise the emergency escape plan to help them feel safe in the event of a fire.

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	3
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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